



Academic Senate of El Camino College 2017-18

October 17, 2017

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton College	Paul Flor	Curriculum Chair	Janet Young
VP Educational Policies	Chris Gold	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Josh Casper (BSS) 17/18
Karl Striepe (BSS) 17/18

Fine Arts

Ali Ahmadpour 18/19
Daniel Berney 17/18
Diana Crossman 18/19
Russell McMillin 18/19

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth 19/20
Matthew Mata* 17/18
Catherine Schult-Roman 18/19
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
Kristie Daniel-DiGregorio 17/18
Chris Gold 19/20
Renee Galbavy 17/18
Michael Wynne* 17/18

Health Sciences & Athletics/Nursing

Andy Al Villar* 19/20
Traci Granger 19/20
Yuko Kawasaki 18/19
Colleen McFaul 17/18
Russell Serr 17/18

Natural Sciences

Sara Di Fiori* 18/19
Troy Moore 18/19
Shanna Potter 19/20
Ryan Turner 19/20
Anne Valle 18/19

Business

Kurt Hull 18/19
Phillip Lau* 18/19
Josh Troesh 18/19

Humanities

Rose Ann Cerofeci 18/19
A. Gallagher/S. Donnell 18/19
Pete Marcoux* 18/19
Christina Nagao 18/19
A. Sharp/K. McLaughlin 18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Paul Flor 17/18
Chris Halligan 17/18

Associated Students Organization

Bryant Odega

Counseling

Seranda Bray 17/18
Anna Brochet* 18/19
Rocio Diaz 19/20

Industry & Technology

Ross Durand*/Bob Diaz 18/19
Dylan Meek 18/19
Renee Newell 18/19
Jack Selph 18/19

President/ Superintendent

Dena Maloney

Division Personnel

Elise Geraghty

Ex-officio positions

Chris Jeffries ECCFT

Library Learning Resources

Analu Josephides 18/19
Mary McMillan 18/19
C. Striepe*/G. Medina 18/19

Charlene Brewer-Smith 18/19

Institutional Research

Irene Graff

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.

*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).

SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

COMPTON COLLEGE FACULTY COUNCIL MEETINGS:

1st and 3rd Thursdays 1-2 p.m., Compton College Board Room.

SENATE COMMITTEES:

Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/27, 2:30-4, Communications 109.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays & 11/30 (Fall only), 12:30-2, Library 202.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.

Distance Education Advisory Committee. Chair: Chris Gold. 4th Thursdays, 1-2, DE 166.

Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2,

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.

Calendar. Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.

College Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thurs., 8:30-10, TBA.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.

Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd Thurs, 1-2, Library 202.

Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.

Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

- Provide leadership for the college on issues related to Senate purview,
- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and complete revision of Faculty Handbook,
- In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
- In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
- Update Minimum Qualifications and develop a consistent, fair equivalency process,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Arrange a Senate orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
- Support Enrollment Management initiatives through ongoing communication and faculty involvement.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.



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October 17, 2017

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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: <http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- 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
- Pete Marcoux
- Kate McLaughlin
- Christina Nagao

Industry & Technology

- Bob Diaz
- Dylan Meek
- Renee Newell
- Jack Selph
- Charlene Brewer-Smith

Library Learning Resources

- Analú Josephides
- Mary McMillan
- Claudia Striepe
- Gary Medina

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ryan Turner
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Carolyn Pineda
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-

Excused: S. Di Fiori, C. Schult-Roman, K. McLaughlin

ACADEMIC SENATE MINUTES

October 3, 2017

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 third Academic Senate meeting of the fall 2017 semester to order on October 3, 2017 at 12:30 p.m.

KDD: We like to acknowledge our division personnel, and invite them to introduce themselves. We are especially grateful to Dr. Rapp, who juggled a few things on her schedule today so she could be here with us. We appreciate her making the senate a priority. Dr. Virginia Rapp: Hi, I'm the Dean of Business. I actually graduated from El Camino College, I won't tell you when. It was a while back. I taught at El Camino as an adjunct while I was a tax attorney. Worked full time as a faculty member at Fullerton College. Then I came right back to where I started from. I have been involved at ECC for a long time. I have been the Dean of Business for almost 18 years. Dr. Rapp: I am administering Perkins Funds, some of you may have funding through them. Also Career Technical Education (CTEA) and Strong Workforce Program. We have a lot of Strong Workforce money right now. We have regional and local funds -- about \$1.8 million. We are working hard now, participating in a lot of regional projects. Entrepreneurial Mindset, Net Lab, Cyber Security. We work with other colleges (19), to accomplish our regional goals. We also have a lot of local funding to improve our own programs here at El Camino. We have a lot of money, this is our second year to spend money, and we should get the money for another 3 years. P. Marcoux: She is also co-chair of the Academic Technology Committee. Dr. Rapp: I am, and I'm also on the College Technology Committee, DEAC, and various other committees. KDD: Thanks for making time for us today.

B. APPROVAL OF MINUTES

See pgs. 5-14 of the packet for minutes from the September 19, 2017 meeting. P. Marcoux moved, S. Bray seconded, there was approval of minutes as amended.

KDD: I would like to request we suspend our normal order of business. Start with Special Committee Reports and circle back to Office Reports. L. Kjeseth motioned, B. Diaz seconded. The motion was approved.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Dr. Shankweiler: You know Dr. Rapp did not include in her list of many duties that whenever I'm gone, she often steps in as the Acting Vice President of Academic Affairs. The Digital Fellows Project is one I'm working on. It is for me to learn and bring digital, adaptable courseware to the classroom. I have enlisted some Chemistry faculty to help me with introductory Chemistry, because that is the beginning of the pipeline for STEM majors. We want to see if we can improve success and retention. Many, many people were using Math for theirs, but I think our Math department has so much going on, between acceleration and multiple measures. Some of the other things we are working on is Guided Pathways. The guidelines came out from the state, so we have to attend workshops. A number of us did on Thursday, and Chris Wells was there along with Cindy Lopez, Ross Miyashiro, Dr. Maloney and me. Next month, we have more workshops to attend. We did the workshop and we have to prepare a timeline, which we have a good start on. Dr. Maloney had asked for a timeline before that. There is an assessment due on November 15, that is 32 pages long. That will take some time to get that done. Some of it was worked on after the workshop, and I will advocated that we use that so we don't have to start from scratch. Once we do those 3 things, then we can get the funding. It is very vague, they have percentages, so we don't know how much money we'll get. It is spread over 5 years. They give us a lot up front and then it tapers down after that. There is definitely no more after this, unlike some of the other funding. I'm working on finding Accreditation co-chairs and standards and Kristie is helping with that. We have been contacting people. We really need an overall faculty co-chair to work with our academic dean co-chair. Our accreditation team visit is fall 2020. That is 3 years away. I did it in 2014 -- we absolutely needed those two years to prepare. Our team needs to be in place so we can start training in the spring. The ASCCC Academic Senate accreditation institute is in February, and I want to send the standards chairs and the accreditation chairs to that. Dr. Rapp didn't talk about how much work she is doing with Strong

Workforce. Regional work is very time consuming. The local money that we get, the \$1.8 million, it is easy because we can decide ourselves how we are going to spend it. But with regional money, that is all of LA and Orange County. That is 25 schools that split the money; or 19 if we don't count Orange County. We are also working on a couple of smaller task forces that are short term. Kristie has talked about the evaluations forms that we need to revise. We are working with a small committee on part-time job rehiring rights. Some people need to have a better understanding of where they are for re-hire lists. We have a lot of people making requests through HR about salary advancement for coursework and it is a little unclear in the contract. That is a third task force that is in progress right now. Now for the fun, to appeal to your competitive edge. We need people to volunteer for the holiday party. Entertainment, planning, food and decorations. Last year we had people working on food and the door decorating. We need some help with that. Let me know if you are interested in that and shoot me an email. I also need two volunteers for the Dual Enrollment Committee. Thank you!
KDD: Thank you to Stacey for serving on the taskforce that is looking into salary advancement.

Ross Miyashiro – VP of Student Services

KDD: Do you have any updates from your area that you would like to share with us? Ross Miyashiro: We are still programming the new Student Services Building. We would like to reformat it to make it more intuitive for students when they walk in the front door. My idea is that students enter the building, and it will be a natural flow, which they call onboarding. That way they can apply, assess, go to orientation, and financial aid. When they leave, they are in El Camino College. We want to make it as easy as possible for students, and we want to have that concierge-type service when they walk into the building. We have been working on a new initiative, which I can't talk too much about yet. I haven't trained all the managers yet. We are going to change our mindset in the division. That is general, because I haven't unleashed the plan. We hope to make student services a fun place to live, work, and students to be a part of.

E. UNFINISHED BUSINESS

Senate Goals: 2nd Reading of 2017- 2018 Goals – Kristie Daniel-DiGregorio (pg. 36)

This is our second reading of our goals for this year. Yes, they do look familiar. The goals from last year were sufficiently broad, so we transitioned many of them to this year. We wanted to make sure we aligned with the senate purview. We had a look at some campus initiatives that were important college-wide. We looked at the Board of Trustees goals for the year. So that is the source of these particular goals. There is one addition that is underlined. Stacey and I talked to you about how the Faculty Development subcommittee is going to be looking at the Flex Credit matrix and policies. This is a follow-up from our discussions from this past spring. We thought it would be good to add that to our goals. Do I have a motion to approve the goals for 2017-2018? Marcoux motioned, Ahmadpour seconded. KDD: Now we can discuss this. Are there any comments, questions or feedback? L. Kjeseth: Are we are missing a "With" in there under collaboration? P. Marcoux: Yes. KDD: Yes, it is meant to be "With". A. Ahmadpour: Can we intensify the collaboration with the Federation? KDD: Yes, but I do think our collaboration has intensified over the last year with the Federation. It is unusual that Carolee isn't here. We have our Executive Director and our President who sit in on multiple subcommittees. We also work furiously behind the scenes in collaborating and consulting. Carolee is here consistently at our meetings. We have really stepped it up. And as things arise, we are certainly open to continuing that collaboration. Other feedback or comments? All those in favor of approving our goals? Our goals were unanimously approved!

Spring Lockdown/Shelter-in-Place Drill – Chief Michael Trevis

KDD: Thank you to the Chief for coming today to talk us through this. There were two options presented, with safety in the top of our minds given the recent shooting in Las Vegas. I will open it up to the floor to take your comments and feedback. It will be at the same times of day as it was previously, 9:40 – 9:50 am and 7:10 – 7:20 pm. Any comments about week 3 or week 5? We are trying to stick with a Thursday. B. Diaz: The majority of our division preferred the 15th. Are we doing a poll? KDD: We will probably do a straw poll, which will be more informal. A. Brochet: Counseling preferred the 15th. C. Striepe: The 3rd week is still a little rushed in the library. Josh: Club rush is still going on then. Chief Trevis: We have installed speakers on some of our blue poles. So people who are outside the main part of campus should be able to hear audibly what is going on. C. Gold: In the future, we should have one at a hectic time. S. Bray suggested that we should do it when it is hectic, it gets more people involved. A shooter wants it to be busy so they can get the biggest number of casualties. I know that sound morbid, but it's true. Chief: This is the third one, so after this one, I will get back to you after this drill and ask for recommendations and thoughts. We have talked about this in the past and we don't want to scare people. We want to keep people engaged with this and give them a sense of "hands on".

That is a discussion for another time. Maybe we should take about having these exercises separately for each building. Each building is different and has its own set of exits and dynamics. We don't want this to feel like "Oh, here we have another exercise today". We want to keep this fluid and moving. P. Lau: The earlier, the better. And in light of current events. KDD: Any other comments? Let's do a straw poll? It is 12 to 13, Chief....so March 13th. Chief: I will take the recommendation of March 15th, to my boss and get back to you. KDD: Yes, the faculty will do everything we can to support you. We can still encourage our students to sign up for Nixle. And talking about the video we showed a couple of years ago at Professional Development Day.

F. NEW BUSINESS

SSSP/SE/BSI Integrated Plan Timeline: 1st Reading – Cesar Jimenez/Scott Kushigemachi (pg. 37)

KDD: Let's welcome Cesar Jimenez and Scott Kushigemachi. Scott has been here before, so welcome back. It is Cesar's first senate meeting, so welcome. Thank you to both of you, for all the work you are doing. Cesar: Since the inception of these programs, each program has had its own goals and reporting structure. Since I started in February, each program has done a good job of working together and aligning efforts for student success. The Chancellor's Office has created a new budget for all 3 programs. They have asked for us to create an integrated plan with five goals. This process was grounded in existing data. Our activities, strategies, college data, statewide-data; those are some of the factors that we looked at. This was driven by Institutional Research and Planning as well as the Student Success Advisory Committee (SSAC). This started spring 2017, where we reviewed our activities, our structure, our goals and efforts. We created 5 integrated goals. Part of this was through the Chancellor's Office where they wanted more integration among all programs. We needed to align our programs with our mission. We have done a good job with aligning our integrated plan with our mission. During summer 2017, we created, refined the integrated plan, attended different workshops, worked with peers at other institutions, and reviewed their integrated plans. So we re-tweaked and changed throughout the entire summer.

Scott: We spent the whole summer working on this, you can imagine the hours and hours that were put into it. The debate, haggling, and precise wording to get it exactly right. Here are the 5 goals. Integrated means that we were expected to have at least one goal overlap with all 3 plans. We are over-achievers, and all the goals overlap all 3 plans. 1) Developmental through Transfer-Level Math and English: Increase transfer-level achievement rates in math and English for students who test below college level, while decreasing the time to complete a transfer-level course. 2) On-boarding New Students: Increase the number of first-time students completing core services and completing a comprehensive educational plan, and increase the three-term persistence rate. 3) Student Support Services: Substantially increase the number of students who utilize support services that are known through research to increase student engagement and success. 4) Academic Support Services: Provide personalized and integrated academic support services to increase course completion rates of students in targeted courses and programs. 5) Change Management: Transform the college culture in terms of intentional engagement, collaboration and implementation of practices, procedures, and policies that promote equity-minded student progress and completion.

Cesar: We are taking our show on the road. We are here today for the first reading, the second reading will be October 17th. We will share this with the Student Success Advisory Committee (10/5), ASO (10/12 & 10/26), College Council (10/16), Council of Deans (10/26), and Board of Trustees (10/16 & 11/20). We will then submit it to the Chancellor's Office by 12/15. So what is next? We encourage everyone to review the full integrated plan along with the 5 integrated goals (it will be posted on ECC's web, so you can view the electronic copy). Between now and October 17th, please feel free to e-mail Scott or myself with any questions or feedback. This was truly a collaborative effort. KDD: Please send me the link to the draft, because won't the draft be changing over time? Cesar: Yes, I will send you the link. KDD: Are there any questions? There were many questions & answers which Cesar and Scott covered.....How does the plan get implemented? A number of college plans and initiatives were considered in creating this plan. The objective is not to create new initiatives, but to help existing ideas come to fruition. This is a 2-year plan, because the Chancellors Office realizes we are "fatigued" from annual planning. The Library Learning Resources team is coordinating efforts that have relevance, including the Online Educational Resources initiative. The 3 programs (SSSP, SE, BSI) all receive separate allocations, though funding may come in a lump sum at some point. Goals 3 & 4 address student support. These services are underutilized by distance education students. The college needs to think about strategies for engaging these students more effectively. There are a number of mechanisms in place to assess the success of these programs. We don't discourage anyone from coming to us and sharing some ideas. KDD: Thank you guys and see you at the next meeting.

Online Education Initiative Course Exchange Pilot – Chris Gold (pg. 37))

This topic is brought to you by the Distance Ed Advisory Committee. Last Thursday, we talked about and unanimously voted to approve supporting ECC in applying to join the OEI Consortium. Now we are bringing it to the Senate for first reading and second reading. I want to tell you what the OEI is and what it means to be in the Consortium. It is a state-wide initiative that is very well funded. It is trying to improve outcomes for online students and also increase access. We want to get our students through their programs more quickly, just like all the other initiatives. There are 24 colleges in the Consortium. It involves a course exchange, where students can go and enroll in courses on other campuses from their own campus. This may help them get into courses that they can't get into at their own college. This facilitates the process. It is a complicated process to create the exchange. We have 6 colleges from the Consortium in the exchange right now. About 30 courses, some with multiple sections. There are 24 pilot colleges, 6 in the exchange. They are looking at bringing more colleges into the Consortium. They want to implement this in fall, but they haven't released the applications yet. What does this mean to be in the Consortium? If we were in there, we agree to offer courses on the exchange. We would have faculty members offering these courses that would be open to people around the state. The courses have to be approved, they are high-quality courses. We would send 2 people to the Consortium meetings, so then we would get to shape the process and how it looks for the state. Our students would have access to the exchange. We would receive tech support to get up and running. Our faculty would receive professional development support. We would also get access to free stuff: NetTutor, Proctorio, Cranium Café, Canvas, Smarter Measure, and TurnItIn. The advantages of the course exchange for colleges: It is a tool for Enrollment Management, we all want FTES and we all want more students. The students could find and complete the classes they need to complete their degree and reach their degree and transfer goals. For faculty we get more support when developing our courses. They are looking to expanding the consortium. We are on a waiting list. They haven't yet released the packets. If we were chosen, we have to sign an agreement. We have to create an implementation team. Sign a financial aid agreement. DEAC approved our application endorsement. The director of Financial Aid said it was a go. Technology and Dr. Shankweiler like the idea. We are encouraging the college to participate. This is a first reading and we don't need to vote on it today. Q & A: Classes are pre-articulated. There are a lot of curriculum questions they are dealing with. The faculty want there to be strong local decision-making. Transcripts would come from the college where they took the course. Email me with questions you might have.

G. INFORMATION ITEMS –DISCUSSION

Introductions: VP Brian Fahnestock, and VP Jane Miyashiro

KDD: We want to welcome two of the newer faces on campus: Brian Fahnestock, our new Vice President of Administrative Services. He was most recently the Vice President of Fiscal Affairs at San Francisco State University. Brian: Don't look at my picture -- hopefully, I can redo that. I was at San Francisco State for about a year, as the interim Associate VP of Finance. There was a period where I held some interim jobs. I was the interim Associate Vice Chancellor for Administration at North Orange and Ventura. I helped start a software company for about 10 years. Before that, I was at Santa Barbara City College doing this type of job. Before that I worked for the City of Santa Barbara. I was a naval officer for 10 years before that. That would make me about 35 years old. I am here, I'm new and I am on my 12th day, feels like 3 months. I am a Vice President of Administration here, which means I have broad responsibilities. Facilities, Accounting, Risk Management, Police (I get to walk around with the Chief), and ITS. My goals are to work well with everyone and making sure you are all successful. Teamwork on our side to work with all of you. I am here only 18 hours a day and happy to be here. If you have any questions, let me know and thank you.

KDD: And Jane Miyashiro, you may feel like your middle name is Jane "not related to Ross" Miyashiro. Jane Miyashiro: I am Jane, the VP for Human Resources. Prior to coming to El Camino, I was at USC for 15 years. I worked in many departments there. I started out in the school of Engineering, so I worked with engineers and computer scientists and researchers. Eventually, I moved onto Information Services Division, which was our IT Department for the entire campus. Then I transitioned over to the library. Then I moved to Central Advancement, where we do a lot of fundraising and alumni relations. I knew it was time to move away from USC, because first and foremost, I am a Bruin. Football season was always very interesting. So I moved on to OTIS College of Art and Design. I was eventually VP of Human Resources over there. I loved it there, but I always had my eye on El Camino, this place is awesome. I am super happy to be here. My goal for HR is to create a community environment and also policies and procedures that support the student environment. It is about integrity, respect and support for each other. Most importantly, support for our students. This

includes, labor management, positive relations, onboarding for new hires, and employee dispute benefits. In terms of goals, and what would impact you, I would like us to take a look at job announcements, particularly for faculty. I would like for it to be more equity-minded in the language that we use. Right now we are task oriented in our job descriptions, and it is a little bit negative. If I were on the outside, it wouldn't give me the warm fuzzy feeling. We need to change the culture. Our technology in HR is - I was very surprised when I got here. I was surprised to see four-ply forms, shocked at time-keeping systems that are non-existent. Signatures that you have to physically have to walk to someone else to get their signatures. I have a lot of ideas to improve the technology in our world. The fact of the matter is, you are hired to be of service to our students. We are looking for faculty that are much more about servicing those students that have been racially minoritized. When you are busy filling out administrative paperwork, it may take you ten hours to fill out one form, then you are not making the best use of your time. We want to make sure your time is really focused on what you need to do. We are working on that with Brian. KDD: It is obvious how happy Jane is here. Someone said to me, after Jane had been here 7 days, "I have never seen someone from Human Resources smile that much."

ECC Foundation: Student Scholarships – Andrea Sala and Nancy Toner

I promise I will be fast, because Kristie gave me 5 minutes. Fall is scholarship season in our office, they close December 17th. The reason we are here is for faculty evaluations. Faculty evaluations aren't due until January 10th. It can be done all semester long. What happens is the student will contact the faculty member and say they need a recommendation. You will be notified because a student has requested an evaluation. We are no longer calling it a letter of recommendation, because there is no letter required anymore. We heard a lot of feedback, it takes a lot of time and it's hard to do. So we are trying to listen and be proactive. It is an important part of that student's evaluation. There are 5 little questions; Academic Performance, Creativity and Originality, Intellectual Curiosity, Character, Responsibility and Reliability. All you have to do is judge them on a drop-down menu and you have 5 choices. If you want to add something, there is a box for that, but it isn't required. I want to make sure we get the word out, we did send out an email. We listened and we understand that it takes time. Last year, what happened, is if the faculty member doesn't respond, the student is not put in the pool for scholarships. Last year, 213 students were dropped from the process because the faculty member didn't fill out the form. If you don't have time, please ask the student to find someone else. Are there any questions? J. Young: It would be nice if we knew what class we had the student in. Sometimes we have no recollection. Maybe there can be a section where they can tell us what class they were in. A. Sala: That is a great suggestion. The student can go on at any time to see if you filled it out. P. Marcoux: We are not allowed to disclose grades in letters of recommendation. The student has to give permission. R. Miyashiro: That's correct - you are not allowed to disclose academic records, unless the student gives permission. A. Sala: The recommendation needs to be from a faculty member in a learning environment at ECC, not high school. And we have their transcripts anyway. P. Marcoux asked about FERPA, and it was clear that faculty would benefit from training on how FERPA affects their practices and how to comply with FERPA. R. Miyashiro offered to support those training efforts. A. Sala: I want to thank you for doing this for your students, it is above and beyond your call of duty. We really appreciate it, and it is great for those students when they get a scholarship.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Thank you folks for serving on search committees. We have already staffed a lot but there are going to be many more. Thank you to Kurt Hull (Accounting), for serving on the Business Manager search committee. Larry Leach (Communication Studies), has agreed to serve on a committee for Public Information and Government Relations. Since the meeting, Margaret Miranda (Counseling), has volunteered to serve on the Registrar search committee. Thank you to all our faculty leaders for your service! College Council is one of our collegial consultation committees on campus, you can find their minutes at <http://www.elcamino.edu/administration/campus-committees/college-council/minutes.asp>. There are a number of things we have talked about; the antidiscrimination statement, we are looking at our self-evaluation and other goals, SENSE data which is coming to the senate on 10/17, legally mandated policies and procedures, and planning processes.

Our self-evaluation is coming soon, I will send you the email with the link. Thank you in advance for taking some time to answer that.

Remember our DACA deadline, so students whose DACA expires between now and March 5th are able to apply for a 2-year renewal. This is a very important opportunity we don't want them to miss. Direct students to our El Camino website. <http://www.elcamino.edu/student-services/fao/ab540/>.

There are a lot of student success initiatives happening. October 19th is the deadline for students to submit petitions to graduate. If you can, please make an announcement about that to let students know that there is help in the counseling office.

It is Financial Aid Frenzy Week. Very appropriately named, I think. There are lots of resources on the Financial Aid website. Encourage students to make sure they are staying in form. Next week is a Financial Aid & Students Resource Fair on October 10th, from 10 am – 2 pm on the Library Lawn. There is also a Student Empowerment Dialogue Series is getting started. Please let Chris Dela Cruz (Student Development) know if you would like to help facilitate some of series. It is a terrific program!

b. VP – Compton College – Chris Halligan

KDD: Chris is standing in for Paul Flor. Chris: Hello everybody. We have one thing to announce, we have finished our Quality Focus Essay. If you don't know what a QFE is, this is a request by the ACCJC for us to write a plan on the areas that they felt we need to start concentrating on. Because of the transition, we don't know if this body needs to do a first/second reading. We would sure love your feedback and expertise on this. We are covering 2 areas; integrated planning. We have issues with transparency. We have issues with turning program reviews into actual allocated dollars. We have a few ideas; including hiring a manager to handle all program reviews and turning that into budgeted dollars. Most importantly, is our whole plan for the Distance Education. We are revamping Distance Ed and we have to demonstrate that we are going to have rigorous, good Distance Ed Program. We do have a plan and an advisory committee. We are hiring a faculty coordinator. We are going to have a handbook in the spring. We will hopefully create a mentor program for everyone who teaches online. We want this to be based on the OEI course design rubric for spring 2018 when we move to Canvas. I am proud to present this plan to you. It was written by 2 of our top professors; Amber Gillis and Jennifer Hill. They do a lot of wonderful work for us at Compton. If you could take minute to take a look and give us suggestions or ideas, we would appreciate it. It needs to be done by November 30th. The corrections need to be done by November 9th. Thank you.

c. Chair, Curriculum – Janet Young

Last meeting I told you about the backlog we had in CurricUNET. We were able to clear 393 courses that were stuck at the "approved" status. We attended a CurricUNET upgrade presentation on the software "Meta". We are going to present a report about the changes. We had our second meeting of the semester and approved 16 courses. We conducted our second training and also at Compton. I want to tell Chris Halligan, "You have an awesome Curriculum Committee at Compton." I was delighted and we'll help you in any way we can. We have been revising our website, we'll show you at our next meeting.

d. VP – Educational Policies – Chris Gold

Our Min Quals task force is still plugging along. At our next Ed Policies meeting we are focusing on discipline issues. We are going to be meeting with the AIMS team, the Student Development office, and the Library Learning Resources team regarding faculty concerns. You will have the minutes from that at the next senate meeting. All are welcome to attend the meeting.

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

There is our wellness warrior announcement, so remember tomorrow is Warrior Wednesday. Please wear your ECC gear and ECC colors. Informed & Inspired has a great theme this month, we are going to be focusing on our ESL population. Evelyn Uyemura and Allison Carr will be conducting a presentation on Thursday. In 2 weeks, we will have an ESL student panel. We hope you join us for that. The Outstanding Adjunct Faculty Award nominations are due October 13th. Please consider nominating a worthy candidate in your department, and spread the word to your colleagues to do so. I want to give you some feedback from our DACA panel that we had 2 weeks ago. It was very well attended and a very powerful presentation by our students. We are going to put together a workshop focused on DACA for faculty that will

take place on Tuesday, October 31st from 1-2:30. Cynthia Mosqueda and her team as well as Jeff Jung will be presenting on some important legal information for us. Look to your email for more information.

f. VP – Finance – Josh Troesh (pgs. 17-21)

The only thing we can talk about today is enrollment management. Our initial reports show that we are a little under-goal, the good news is that we are still waiting on a few things. Some final numbers for example, our 2nd eight weeks have not been calculated in. There is the possibility that we will hit our goal. We will know more about that as the semester progresses.

g. VP – Academic Technology – Pete Marcoux

We met a couple of weeks ago after the last senate meeting. We reviewed the document that Art presented to the group. Our Digital Security Specialist shared some doom and gloom related to security issues. He talks about viruses and all this nasty stuff, it's terrible. We have an ATC meeting on Thursday and we are going to be talking about signing up for Google for Education for campus. It will give us a lot of great access and things. To give you an idea, we are buying a set of 35 Google Chromebooks, with a charging cart and printer for \$11,000 for a classroom. It probably costs us \$40-50,000 for what we have per classroom. It will allow us to have some flexibility.

h. VP – Instructional Effectiveness/ALC&SLO's Update – Russell Serr (pgs. 22-35)

We are finishing up our report on our ILO (Community and Personal Development). The major finding is the students are very satisfied with the student services on campus. We have also found the services are underutilized. As we move forward with this ILO, we may need to split it up. When we developed it, we didn't think about assessment and there being so many different parts. Why are the services underutilized? Is it a culture among our students? Is it marketing? This is something we can move forward with. We are going to begin our Information Literacy ILO this spring 2018. There will be a faculty survey as part of that. We are purchasing a student survey. Assessment status for SLO/PLOs, we were low originally, but we are up to 91% now. There are close to 500 assessments every semester. We are getting close to our 100%. Program Review: We have a full docket every semester. We are having problems with people getting things in on time. We have recommendations that we should start earlier in the process to give people a heads up. Our orientation will be this fall or next year's Program Review. That will give people a chance to get started on their student surveys. Hopefully, they can write and do their Program Review in the spring. It seems like it is a little difficult in the summer. We are going to start the process a little earlier.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct.

Survey of Entering Student Engagement (SENSE) Data: Marci Myers, Institutional Research

I. PUBLIC COMMENT

KDD: Does anyone have something they want to add?

J. ADJOURN

S. Bray motioned, C. Smith seconded. There seemed to be a lot of enthusiasm to get this meeting adjourned!

The meeting adjourned at 1:52 pm
TG/ECC Fall 17

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 5, 2017

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Irene Graff, Chris Halligan, Jo Ann Higdon, Chris Jeffries, Jane Miyashiro, Susan Pickens, Jean Shankweiler, Debbie Turano, Tiffany Ushijima

Alternates: David McPatchell, Dipte Patel

1. Minutes – August 21, 2017: Approved as presented.
2. The September 5, 2017 Board Agenda was reviewed.
3. College Council Self- Evaluation – Irene reported that her office is working on the format of the evaluation. The evaluation will go out on September 8, 2017.
4. Future Meeting Dates (Mondays at 1:30 p.m. in Library 202 unless otherwise noted):
 - a. September 18, 2017
 - b. October 2, 2017
 - c. October 16, 2017
 - d. November 6, 2017
 - e. November 20, 2017

Upcoming College Council topics:

1. Continue the process of reviewing the list of legally required board policies and monitor the update of policies.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE MINUTES

Wednesday October 4, 2017 – 2:00-3:00 Teaching and Learning Center, West Library Basement

Fall Meetings on 2nd and 4th Tuesdays from 1-1:50 pm

Sept. 12 – Library Room 202

~~Sept. 26 – Library Room 154~~

Oct. 4 – Teaching and Learning Center, West Library Basement

Oct. 10 – Library Room 202

Oct. 24 – Library Room 202

Nov. 14 – DE Room / Library 166

Nov. 28 – DE Room / Library 166

Dec. 12 (tentative) – Library Room 202

Members:

Darcie Descalzo (NS); Christina Gold (Chair, BSS); Vanessa Hayes (CEC – attended CCCConfer); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS - absent); Deans Rep: Linda Ternes (Math)

Guests:

Renee Galbavy (AIMS, Psychology Faculty); Analu Josephides (Librarian); Janet Schaeffer (AIMS, Psychologies/Faculty); Claudia Striepe (Interim LLR Director); Greg Toya (Director of Student Development)

EPC Packet

1. BP 5500 Standards of Student Conduct
2. AP 5500 Standards of Student Conduct
3. AP 5520 Student Discipline Procedures
4. FAQs for AIMS
5. Incident Report and Referral Form
6. Student Code of Conduct and Academic Honesty Webpage
7. Dept. of Education – “Balancing Student Privacy and School Safety”
8. Title 34 – 34 CFR section 99.31(a)(13), (14) and (15)

MINUTES

EPC Chair – Introduction to the Topic

- The Educational Policies Committee (EPC) has invited colleagues from the AIMS team and Greg Toya, Director of Student Development, to talk through some questions about student discipline that arose at our last meeting.
- The EPC was asked by the Academic Senate to address the issue of academic honesty and how cheating is tracked and how students who cheat are disciplined. There was a concern that a repeat cheater was not being tracked or disciplined.
- When we discussed academic dishonesty in our last EPC meeting, the discussion quickly spread to broader concerns about how students are disciplined and how incident report and referral forms (IRFs) are filed, tracked and handled. There were concerns that the loop is not closed, meaning the person who files the report doesn't hear what happened.

Discussion about Student Discipline

- If a crime is involved and a student is arrested, campus police handles it and it goes through their process. If the student is not arrested, campus police asks that an AIMS form be completed and it will be routed from there. The police try to let faculty know when students will be returning to class and are working at getting better at this.
- Police actions and records are not covered by FERPA and can be shared with the faculty member. Only educational records are covered by FERPA. Actions by the Student Development Office are covered by FERPA.
- AIMS is not described in AP 5520 Student Discipline Procedures. AP 5520 was revised and approved before we were using Maxient to file IRFs.
- All IRFs come through Greg Toya and Rudy, who route them where they need to go – student conduct, mental health, Title IX, or AIMS. Title IX goes to Jaynie Ishikawa. The primary person on an AIMS IRF turns it into a case. Not all IRFs become a Maxient report. They may not rise to being a Maxient case.
- The Student Discipline Office (SDO) determines where to route an IRF. If a faculty member checks the wrong box, the SDO (Greg or Rudy) can still route it correctly. They decide who will take the case.
- Faculty members file IRFs, and they often don't hear back about progress on the report and what happened with the student. Although it is apparent that the SDO, AIMS team and campus police have processes and are handling these cases, the faculty often don't see it. When they press "submit" on their IRF, and they don't hear anything back, it feels as if nothing has happened, especially if they see the student back on campus or in their class again not long after the incident. Faculty especially worry when they have been threatened by a student or verbally harassed, and they don't hear what happened.
- Faculty should understand that there is a hub of activity in AIMS as they deal with all these cases.
- There is a question about how these cases are tracked through the system. Are repeat "offenders" tagged so that Deans/Assoc. Deans can see repeat offenses in a student's behavioral record when they are handling a report?
- In AP 5520 Student Discipline Procedures the time frames seem excessively long. For instance on p. 3, we are given 40 days to notify a student about intended disciplining. A lot can happen in 40 days.
- If faculty or staff feel threatened by a student, they should call the police. They should call the police if a student is disruptive or refusing to cooperate.
- Filing an IRF generates a case number. Each person on the AIMS team is responsible for cases and can check if the student had a previous incident.
- If it is a Title IX case, the SDO may not deal with it.
- What can we routinely let the reporting party know about the progress on their IRF? We can often let them know some things, but not all things. We should set clearer, rigid guidelines requiring follow-up with the reporting party on IRFs. FERPA applies to student conduct cases.
- When the SDO gets a case, they rely on the Deans and Assoc Deans to help manage cases. Deans are the point of contact who know the faculty and act as conduits to the SDO. They may meet with Greg. Suspension cases can be clear. Reports can be notified when a student is coming off suspension. What if a situation is less serious and doesn't require suspension? The participation of Deans/Assoc Deans should be outlined and clarified in the procedure. Sometimes Deans have not shared information. They should be part of the conversation.
- Is verbal assault a crime of violence? Not unless it carries a threat. What about if it is hate speech?
- There need to be stricter policies and greater punishment of students for verbal assault. Faculty members should not come to work and be verbally assaulted, and they should not worry that the student will be back and doing it again. This needs to be taken seriously and handled with more severity. One of our librarians was verbally assaulted and doesn't feel secure at work or walking to the parking lot. Other faculty members are in a similar position.

- How can we make sure that there is follow-up with reports on the progress on IRFs? How can we make sure that IRFs are going to the right person?
- Faculty need to know who to notify when they file an IRF. They also need to be aware of what's happening on campus.
- Discipline problems in the library are unique. There are multiple points of contact. There are also classified staff and the situations may be more open ended.
- What happens if a student refused to appear at the SDO when called in? A hold can be put on the student's account so that s/he can't register. But what happens between the incident and the registration period? The SDO will act if a student does not contact the SDO within 5-7 days.
- If a faculty member is scared, they should call the police right away. If they are fearful, they can call the police and if the situation calls for it, they can file a restraining order. When the police get a case, it goes to AIMS and AIMS members check to see if priors exist. They confer and set the network into motion. But, how does the reporting party know that this is taking place? What can be done to reassure faculty that their case is being handled and that the consequence reflects the severity of the misconduct?

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE MINUTES

Tuesday October 10, 2017 – 1:00-2:00 Library 202
CCCConfer call in 1-913-312-3202, participant code 120057

Fall Meetings on 2nd and 4th Tuesdays from 1-1:50 pm

Sept. 12 – Library Room 202

~~Sept. 26 – Library Room 154~~

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Members:

Darcie Descalzo (NS); Kristie Daniel-DiGregorio (BSS – absent) Christina Gold (Chair, BSS); Vanessa Hayes (CEC – attended CCCConfer); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Linda Ternes (Assoc. Dean -Math)

Materials

1. Student Discipline Concerns and Possible Actions (draft)

MINUTES

- During our Oct. 4 meeting, we hosted guests from AIMS and the Student Development Office. After that meeting, Chris Gold consulted with the VP of Academic Affairs, and it was decided that this is a big topic, beyond the scope of the EPC and that a task force should be created to deal with the issues. The Senate will make appointments to the task force and we will try to include a librarian since the problems in the library seem unique and frequent.
- Given that we have done some investigating and some problem-solving already, we decided that EPC would bring forward a list of issues and possible actions to the task force. That list will be brought to the Senate as an information item.
- The committee discussed the list and the resulting edits are incorporated into the version below.
- AIMS should be publicized more. For instance, at the New Teachers Learning Academy the process is not covered in detail.
- Discipline issues are covered in the introductory meeting for new adjuncts but the meeting is not required. Most adjuncts won't be reached by training efforts.
- The EPC likes the idea of having a laminated sheet in each classroom that provides information about disciplinary protocols. Faculty members don't always remember off the top of their head what to do in specific situations, and they may not have been told. It would be helpful to have specific guidance in the moment so they would have a clearer sense of when to call the police, when to file an IRF (and how to file it), when to talk to their Dean, etc. The sheet could include question like: "What to do if a student threatens you" "What to do if your student is yelling and using obscene language." "What do if a student is cheating." This may also create more consistency in faculty responses to certain kinds of behaviors.
- The perception is that disciplinary actions are not strong enough, but we don't actually know if this is true. We could ask Institutional Research to write a report on the kinds of disciplinary actions that are being reported and what the outcomes are. If students are not named, this would not violate FERPA.

- To close the loop, perhaps there could be an area in Maxient where a case could be closed. I case wouldn't be complete until the reporter was notified.
- We could have mandatory training or online training in how to handle misbehavior. A course shell could be used to help advise faculty on how to proceed and file an IRF. Compton has online training in which you receive a certificate.
- We should also let students know in the student orientation what behavior is expected of them. There could be more education of students about expected behaviors and consequences for misbehavior. We also should provide more detail on the "Student Code of Conduct and Academic Honesty" website, which contains very little information and no direct link to the student code of conduct.
- We need to give clearer messages to faculty about what to do in the event of particular behaviors.

Ideas for the Student Discipline Task Force
Educational Policies Committee – Oct. 10, 2017

ADA – Americans with Disabilities Act

AIMS – Assessment, Intervention, and Management of Safety

AP5520 – ECC Administrative Procedure 5520 Student Discipline Procedures

FERPA – Family Educational Rights and Privacy Act

IRF – Student Incident and Referral Form

Maxient – The software used to file IRFs and track student behavior.

“Reporter” – The person filing an IRF

Areas of Concern	Possible Actions
<p>1. Student disciplinary actions are perceived as not severe enough in cases of cheating, verbal outbursts, harassment, and threats.</p>	<p>1. Provide venues for faculty to speak with AIMS team members, campus police, and the Student Discipline Officer about their incidents and how they impact the faculty, students and learning environments.</p> <p>2. Find out if a problem exists and, if so, in what areas. Ask Institutional Research to write a report on IRFs. How many are filed? Where are the misbehaviors occurring (classrooms, library, online)? What kinds of misbehaviors are occurring? What are the typical disciplines for specific misbehaviors? What happens with repeat offenders?</p> <p>3. Be more proscriptive about what specific actions must be taken when specific kinds of incidents occur. For instance, a verbal warning by Dean on the first cheating incident; a written warning on the second; and a more severe consequence by the Student Development Officer on the third. Or, specify that harassing, threatening, or violent behavior automatically will lead to withdrawal from a class.</p> <p>4. Provide more preventative measures to discourage misbehavior. Include a larger component in the student orientation about what behaviors are expected of students and what the consequences for misbehavior are. The student discipline/academic dishonesty webpage is very brief and could be more informative. There is a link to Board Policies in general, but not to AP 5220 specifically. Also, provide information about sexual and gender based misconduct here.</p> <p>5. For further preventative measures, have an academic honesty statement with a line for a student signature printed on the front of ECC blue books. Explore whether an academic honesty statement can be a pop-up before tests and assignments in Canvas (like it was</p>

	in Etudes).
2. Faculty/staff who file IRFs don't always hear back about progress on their reports. This creates anxiety for faculty and staff who have been the targets of verbal abuse, threats, harassment, or violence.	<ol style="list-style-type: none"> 1. AP 5520 Student Discipline Procedures could require that reporters always receive an update on progress on their IRFs and notification when it has been resolved (and the outcome if FERPA and ADA allow). 2. Research FERPA and ADA to determine the kinds of information reporters can be told about the progress on and outcome of their report. 3. FERPA allows for disclosure and redisclosure in incidents involving an act of violence and non-forcible sex offenses. For all acts of violence and non-forcible sex offenses, require that faculty be fully informed of the progress on their report and the outcome. For all other incidents, inform faculty to the fullest extent permitted by FERPA and ADA. 4. Give reporters the opportunity to provide clarification on their cases as they pass through the discipline process. In the procedure, provide more times when the reporter is consulted or contacted by the point person on the case.
3. The well-being of faculty and students and the impact of an incident on the classroom learning environment should play a larger role in decision-making about student discipline.	<ol style="list-style-type: none"> 1. Specifically ask for information on the form about the impact of the incident on other students and their learning. How many students were present during the incident? Did the students approach the Instructor to talk about it? Did the Instructor talk with students during or after class? What did they talk about? How does the instructor think the incident impacted students and student learning? How much class time did it take up? 2. Before reintegrating a student back into a class, follow up with the reporter and find out about the classroom reaction.
4. We were not yet using Maxient when AP 5520 was last revised. Also, AIMS and its processes are not explained in AP 5520 and many people are confused about what it does and how it works.	<ol style="list-style-type: none"> 1. The processes used in Maxient should be outlined in AP5520 (but perhaps Maxient should not be named in case we switch software). 2. The organization of AIMS and its processes should be explained in AP 5520. 3. In AP 5520, specifically describe the decision-making process for who will be "in charge" of a case. 4. Publicize AIMS more and clarify exactly what it does and how it relates to the Student Development Office/r in working on IRFs. A flow chart or diagram may help with the explanation.
5. Lack of clarity and consistency across divisions in the role	<ol style="list-style-type: none"> 1. The Dean/Assoc Dean role should be clarified in AP 5520 and in the Maxient process. 2. Consult with Deans Council to find out how Deans across the

Deans/Assoc Deans should play in the disciplinary process.	divisions are handling student discipline and IRFs. Develop a consistent expectation.
6. It is hard for faculty to determine how to categorize an incident when filing an IRF. Faculty may not know what Title IX, Title V, and AIMS are.	<ol style="list-style-type: none"> 1. On the form, provide an explanation for terms that faculty may not understand. 2. Create an instruction sheet that provides guidance for how to fill out the form. The instructions could include links to relevant policies and procedures.
7. The time frames for dealing with an incident may be too long. A lot can happen while waiting to undergo the process.	<ol style="list-style-type: none"> 1. Consider shortening the time frames in AP5520, especially in cases dealing with disruptive behavior, harassment, and threatening/violent behavior.
8. Some faculty and Dean/Assoc Deans feel unequipped to deal with the extreme behaviors and mental illnesses of some students.	<ol style="list-style-type: none"> 1. Provide training. 2. For the majority of our instructors, who are adjuncts and likely won't receive training, provide specific written guidelines about how to deal with different kinds of student misbehavior and when to call campus police. Consider having a laminated sheet in each classroom that explains disciplinary protocols. Give specific guidance for how to react to certain kinds of behavior. For instance, it could explain when to call the police, file an IRF, and/or talk to the Dean. It could include the answers to questions like "What do I do if a student threatens me?" "What do I do if a student is yelling and using obscene language?" "What do I do if a student is cheating?" This may create more consistency in faculty responses to student behaviors. And, having written guidelines to show a student may give an Instructor clout when handling the situation. 3. Provide specific guidelines for when campus police should be called and clarify that FERPA restrictions do not apply to the campus police.

Faculty Development Committee Meeting
Minutes for Tuesday, October 10, 2017
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Excused)	(AB)	Counseling
Briita Halonen (Present)	(BH)	Humanities
Analu Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Present)	(SO)	Humanities
Margaret Steinberg (Excused)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Excused)	(LMT)	Professional Development
Evelyn Uyemura (Excused)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation

*Committee Chair

Fall 2017 Meetings: September 12 & 26, October 10 & 24, November 14 & 28, December 12 (if needed)

Spring 2018 Meetings: February 27, March 13 & 27, April 24, May 8 & 22 (if needed)

1. Faculty Book Club (FBC)

(SO) reported that 14 people attended the first meeting of the book club, including Dean of Natural Sciences, Amy Grant. This semester the FBC is reading *Street Life: Poverty, Gangs, and a PhD* by Dr. Victor Rios this semester. (SO) noted this would be a good book for students, in part because it is written at a low Lexile level. (AJ) is collaborating with faculty in the Asian American and Pacific Islander Equity Initiative (AAPIEI) including M. Fujiwara, C. Nagao, and A. Ocampo. He noted the book would be a great resource for the AAPIEI learning communities.

2. Informed and Inspired (I&I): Lunchtime Faculty Development Series

(SA) reported on behalf of (EU) who was unable to attend today's FDC meeting. Attendance at the October 5th Informed and Inspired session was disappointing. Evelyn Uyemura and Allison Carr presented "What ESL Students Wish Their Instructors Understood." Only four faculty attended the session, all of them ESL instructors. The FDC discussed possible factors that may have contributed to the low attendance including several other events and meetings occurring at the same time. In addition, the committee discussed ways to improve marketing of all I&I sessions, and more specifically, the ESL student panel scheduled for 10/19/17. (SA) expressed the need to convey to faculty the relevance of understanding the unique needs and experiences of our ESL students, regardless of our academic discipline. These sessions are geared for a general audience, not just ESL instructors. (CS) suggested holding I&I sessions in a better location perhaps the North Library Patio. (AJ) hosted a student panel for poetry month on the patio which served as a nice location. To improve marketing, the committee discussed the use of social media, hard copy flyers, advertising in The Union, and providing light refreshments.

3. Outstanding Adjunct Faculty Award (OAFa)

(SA) reminded the committee that OAFa nominations are due by 4:00pm on Friday, October 13th. Only three nominations have been submitted; however, it is likely that additional nominations will be submitted within the next few days.

4. Fall Professional Development Day Evaluation Results

The committee reviewed evaluation results from Fall PD Day. Feedback indicates that many faculty appreciated the student-centered focus of the general session and the desire to integrate more student focus and student involvement in future sessions. It was noted that student panels in particular, such as the HTP student panel on Fall PD Day and the I&I student panels encourage faculty to develop deeper connections with our students. Noting the importance of developing personal connections with our students, (SK) suggested the FDC consider this as a theme for next semester – either for PD Day or for I&I.

(BH) noted that many faculty suggest repeating the presentations/workshops on PD Day. (SA) suggested a question be included on the breakout session proposal asking faculty if they would consider repeating their presentation on PD Day and/or again during the semester. To be sure we are offering sessions that meet the needs of our faculty, (CS) recommended we consider surveying faculty on topics of great interest, while (BH) suggested looking at the sessions that were well-attended over the last few semesters and request those sessions be repeated. In addition, she suggested repeating some of the same I&I presentations/workshops at PD Day. Evaluation results indicate sessions focused on classroom/teaching strategies are of particular interest to faculty.

(AJ) noted the interest in an exercise-focused breakout session and the need for a comprehensive wellness program at ECC. (SA) suggested he collaborate with faculty in HSA such as Kimberly Jones on a breakout session in the spring.

In the evaluation results, faculty recommend the names of all breakout session presenters be included in the program, information conveyed to presenters regarding the start and end times of breakout sessions be more clear, and a less “scolding tone” in the email reminders concerning PD Day.

5. Flex Reporting Systems

As the College considers replacing PD Reporter with a new flex reporting system, the FDC has been asked to identify features most useful for faculty. (SA) reported on behalf of (AB) who was unable to attend today’s meeting. (AB) suggested the new system should allow faculty to upload required supporting documents, perhaps with the ability to use a mobile device in order to upload photos from a phone. The new system should allow for follow up if there is an activity pending approval for an extended period of time. In addition, the new system should allow for reoccurring activities to be pre-populated with previous information. This would expedite the approval process if an activity had been approved in the past.

(SO) noted the usefulness of a calendar updated with all flex activities offered throughout the month. (CS) suggested that flex workshops be video recorded and made available to faculty for flex credit on the new system. The committee noted that activities requiring dean approval should not be overridden by PD.

6. Announcements

(SA) announced that English professor/immigration lawyer, Jeff Jung, will present a DREAMers workshop on Tuesday, October 31st from 1:00 to 2:30 in SOCS 119. The committee agreed that faculty should earn 1.5 hours of flex credit for attending. In addition, (SA) announced that she met with Cynthia Mosqueda (FYE Coordinator) and Darrell Thompson (English) to discuss the First Gen Initiative and preliminary plans for a First Gen Institute to take place at ECC on 4/27/18. The FDC has been asked to help identify and recruit first-generation faculty members to participate in the initiative.

Meeting adjourned at 1:52

SA/10.12.17



EL CAMINO COLLEGE

Supporting Dreamers

SPEAKER JEFF JUNG

Immigration Lawyer

El Camino English Faculty Member

Tuesday, October 31st, 2017

1:00p.m. - 2:30p.m.

Social Sciences 119



**Join us for a meaningful
conversation about DACA,**

Immigrant Rights, &

How to be an Ally on campus!

**FOR MORE
INFORMATION
CALL (310)
660-6936.
RSVP IS NOT
REQUIRED**

Planning & Budgeting Committee

Approved Minutes – September 21, 2017

The meeting was called to order at 1:04 p.m.

Approval of the September 7, 2017 Minutes

1. The minutes of September 7 were presented to the committee for approval.
2. Under Enrollment Update, #1, add a space at the end of the third sentence, before 19,500. In the fifth sentence, **change:** base **to:** based.
3. The minutes were approved with the two minor corrections.
4. The minutes will be posted to the website

PBC Evaluation Preparation – R. Natividad (handout)

1. The evaluation of the PBC has been standard for many years with few changes. I. Graff's had made a recommendation to follow what all other collegial consultation groups on campus are doing by using a standard template for the evaluation process. It was noted that with accreditation (three years out) at this time, it would be a good starting point to devise a new template.
2. An example of a new template was included in the committee's handout for them to review. Area (F) specifies a section for committee specific questions. I. Graff and R. Natividad will examine the information for this section and once they have a chance to debrief, they will bring the information back to the committee for discussion. It was noted Area F could also be an area that could include questions from the prior evaluations if the committee wanted.
3. The committee was asked to review the questions from the prior evaluations and see if they would like to utilize any of them in the future. Any suggestions should be sent to R. Natividad or I. Graff so sample questions can be looked at and reviewed for the next meeting. The evaluation is set to be sent out in October.

PBC Mission and Goals Review – R. Natividad

1. It was noted our Statement of Purpose is listed at the top of all of the committee's agendas. The listing of the strategic initiative was then included about a year ago. The statement is reviewed on an annual basis to ensure any new changes are incorporated. Any suggested changes or options on the statement can be forwarded to R. Natividad.
2. It was pointed out that under the area of Members and Alternate Members on the agenda, there should be a correction regarding Student and Community Advancement. This should now be corrected to Student Services. Membership is also going to be looked at, especially with the changes happening with new personnel and the areas they represent.

College Plan Review – Group

1. The first page and a half of the plan shows requests from Facilities. As a follow up T. Brown and J. Shankweiler did meet regarding verifying if the requests listed could be accomplished. Some of the anticipated costs are being revised. There was a brief review on the listed items.
2. Accounting has been working on providing account codes for the listed purchases (instructional equipment) so people can begin making their purchases and update their plans so they can show they have received their funding.
3. It was noted we were notified late last week from the Chancellor's Office that in order to fund the scholarship for undocumented students to apply for DACA (Deferred Action for

Childhood Arrivals) they have reduced our instructional equipment funds. This would be a loss of an estimated \$100,000.

Faculty Hiring Process – J. Shankweiler

1. Highlights were given on the status and timeline of the faculty hiring process. Tomorrow is the deadline for the dean's to forward their data proposal for position requests to D. Mussaw. The dean's will still need to work on their texts and justifications which will need to be forwarded to
1. J. Shankweiler's office by October 6.
2. There will be a meeting to review the division requests and discuss each of the division's proposals on October 17. Each area will have one dean and one faculty member at the meeting. Each division will have two votes. The deans and faculty representatives must forward their ballots to the office of
3. J. Shankweiler (VP/Academic Affairs) by 1 p.m. on October 20. The ballots will be counted by her office staff. There is a final meeting to review the priority list on November 2. Hopefully the FON allocation will be out by this date so it can be decided on how many positions to approve. A recommendation will then be made to the President who has the discretion to change the priority listing if needed.

Accreditation – J. Shankweiler

1. The vice presidents have identified an overall chairperson from management. The Academic Senate will be making their recommendations for faculty co-chairs soon for the needed areas. This information will be released when all is said and done.
2. It was announced there is the ACCJC Conference in conjunction with Academic Senate at the end of February.
3. It was noted that Compton has bi-monthly transition meetings. They currently are working on their ERP and the curriculum process. The goal for Compton is to be independently registering students for summer 2019. It was recognized this was a very aggressive timeline. R. Natividad informed the committee if anyone would like to review minutes of the transition group, they can contact him. Concern was expressed that possibly there should be a contingency plan in case this timeline is not met.
4. As a follow up, it was noted it was time to make new goals. The committee was asked if they felt there were any additional goals they would like to look at this coming year. It was recognized the communication between the constituent groups has improved. R. Natividad asked D. Mussaw (classified representative) to inform him how classified staff members who are not part of the union informed of what happens at PBC. Usually at the classified union meetings there is an update given for that group.

Adjournment – R. Natividad

1. The meeting adjourned at 1:35 p.m. The next meeting will be held on **October 5, 2017** at 1:00 p.m. in the Accounting Conference Room.

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400

SACRAMENTO, CA 95811-6549

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<http://www.cccco.edu>

The California Community Colleges Guided Pathways Self-Assessment Tool

This Self-Assessment intends to:

1. Serve as a **learning tool** for the colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way,
2. Inform the CCCCO about **what types of capacity-building resources** would help colleges engage in Guided Pathways, and
3. Provide an **aggregate picture of colleges' Guided Pathway processes** with regards to inquiry, design, and implementation of key elements and how they are progressing over time.

The self-assessment is a requirement of the [Guided Pathways Award Program](#) and is due to the Chancellor's Office by Wednesday, November 15, 2017.

Who should complete the Self-Assessment tool?

Given the comprehensive and integrative nature of Guided Pathways transformation, broad involvement and representation from across all stakeholder groups are essential. This tool should be completed by a cross-functional team of faculty, staff, and administrators that, at a minimum, includes leadership from Instruction, Student Services, IT, Research/Planning, Business/Administration, along with members of the Academic Senate, Classified Senate, and Student Government.

Components of the Self-Assessment Tool

In moving towards a Guided Pathways Framework, it is helpful to consider **stages of work** (rows in the tool) as well as the scale of adoption (columns in the tool). The three stages reflected in the self-assessment tool are:

1. **Inquiry:** Engage campus stakeholders in actionable research and with local data; create consensus about Guided Pathways, core issues and broad solutions.
2. **Design:** Establish and use an inclusive process to make decisions about and design the key elements of Guided Pathways.
3. **Implementation:** Adapt and implement the key practices and components of Guided Pathways to meet student needs at scale.

It is useful to note that inquiry, design, and implementation are iterative. As colleges move from initial inquiry into designing and implementing key elements of Guided Pathways, they will need to continue to engage in ongoing processes of inquiry, re-design, and the assessment of strategies and outcomes.

Fourteen key elements of the overall Guided Pathways framework are identified in the Self-Assessment tool. For each of the elements, the possible scales (or phases) of adoption are described. Colleges are asked to identify their perceived **scale of adoption** for each key element based on the characteristics provided under each. The following provides a short description of the characteristics for each scale of adoption:

1. **Pre-Adoption:** College is currently not following or planning to follow this key element.
2. **Early Adoption:** College has just begun implementing the key element but not fully or consistently.
3. **Scaling in Progress:** College has implemented the key element and is in progress towards full scale.
4. **Full Scale:** College has implemented the key element to full scale.

Instructions for Completing Self-Assessment Tool

1. For each key element, read the characteristics identified under each Scale of Adoption, and select the description that best represents the college's current work.
2. Briefly explain why that Scale of Adoption rating was selected; describe accomplishments (if any) to date; and any challenges that may hinder progress on this key element.
3. Answer additional questions found at the end of the tool.
4. Complete the signature page certifying that a) the Self-Assessment was informed by a broad cross functional team that spanned the constituencies of the college and b) makes a commitment to adopting a Guided Pathways Framework.
5. Fill out and submit the tool online here <http://gpassessment.cccco.edu/> by Wednesday, November 15, 2017.

The Assessment Draws Directly on Evidence

Note that the Self-Assessment tool was constructed based on the key elements of Guided Pathways.¹ The practices described in this tool and the design of the assessment are based on evidence from community colleges in California and nationwide that are seeing broad-scale progress in student success. While colleges can create Guided Pathways in different ways, this framework is built upon and integrates a number of key evidence-based practices to improve student completion that have emerged from the field and research.²

Find additional sources that inform the assessment go [here](#).

¹ See Bailey, Jaggars & Jenkins (2015) *Redesigning America's Community Colleges; a Clearer Path to Student Success*. See also, American Association of Community Colleges (AACC).

<http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/Resources.aspx>

² The CCC Guided Pathways Self-Assessment Tool draws heavily upon the work of the Community College Research Center, including the *Guided Pathways Essential Practices: Scale of Adoption Self-Assessment*, June 2017. It also draws upon the *Readiness Assessment and Application* used by the national AACC Pathways Project and the California Guided Pathways Demonstration Project.

SSSP/SE/BSI Integrated Plan

Overview

For 2017-2018, the Chancellor's Office provided a new template and budget form for California Community Colleges to submit an integrated plan and budget for the Student Success and Support Program (SSSP), Student Equity (SE), and the Basic Skills Initiative (BSI). The integrated SSSP/SE/BSI program model promotes integrated planning and program coordination at the college level. The plan has been developed in consultation with students, staff, faculty, and administrators. The integrated planning process was grounded in existing data from our previous plans, additional statewide data, data collected at the college, and current college plans. The integrated plan requires the college to report on five integrated goals. One of the goals must incorporate the work of all three areas of SSSP, SE, and BSI.

Goals

- 1. Developmental through Transfer-Level Math and English:**
Increase transfer-level achievement rates in math and English for students who test below college level, while decreasing the time to complete a transfer-level course.
- 2. On-boarding New Students:**
Increase the number of first-time students completing core services and completing a comprehensive education plan, and increase the three-term persistence rate.
- 3. Student Support Services:**
Substantially increase the number of students who utilize support services that are known through research to increase student engagement and success.
- 4. Academic Support Services:**
Provide personalized and integrated academic support services to increase course completion rates of students in targeted courses and programs.
- 5. Change Management:**
Transform the college culture in terms of intentional engagement, collaboration and implementation of practices, procedures, and policies that promote equity-minded student progress and completion.

For more information on the integrated template, please reference the Chancellor's Office integrated planning site: <http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx>

Please contact one of the following if you have any questions:

Cesar Jimenez, Associate Dean of Counseling and Student Success: cjimenez@elcamino.edu

Scott Kushigemachi, Assistant Professor of English and Humanities Basic Skills Coordinator:

skushigemachi@elcamino.edu

The Academic Senate joins the Distance Education Advisory Committee, the Director of Financial Aid, the Chief Technology Officer, and the Vice President of Academic Affairs in encouraging El Camino College to apply to participate in the Online Education Initiative Consortium of Colleges.



MEMBERS

Faculty

Judith Crozier (Humanities, Compton)
Kevin Degnan (Humanities)
William Doyle (Fine Arts)
Mark Fields (IT Adjunct)
Renee Galbavy (BSS)
Chris Gold (Chair, BSS)
Laurie Houske (BSS)
Dean Lofgren (HAS)
Lloyd Noonan (Humanities, Compton)
Jim Noyes (NS)
Pete Marcoux (Humanities)
Malinni Roeun (Math, Compton)
Mary Mc Millan (LLR)
Janice Pon-Ishikawa (Counseling)
Laura Welsh (Humanities)

Management and Staff

Elana Azose (Trainer/Instructional Tech Specialist)
Lisa Mednick (Alt. – Prof Dev't & Learning Supervisor)
Rodney Murray (Alt. – Dean of Student Learning, Compton)
Gema Perez (Instructional Media Coordinator: DE)
Virginia Rapp (Dean, Business Division)
Betty Sedor (Ass't Dir of Community Ed and Dev't)
Claudia Striepe (Interim LLR Director)
Celia Valdez (Instruct'l Division Coordinator: DE, Compton)

Absent: Judith Crozier, Dean Lofgren, Laura Welsh, Lisa Mednick, and Rodney Murray

AGENDA

I) Introduction

II) Welcome and Chair Report

- Canvas migration is going well. About 70% of ECC sections are being taught on Canvas and only 5 ECC faculty still need to be trained. Compton has more faculty who still need to be trained.
- We now have the ILP that links Canvas to Colleague. It will be beta tested this month, and should be working soon. IT hopes that by spring or even winter, we will be able to automatically create a Canvas shell for all of our classes (face-to-face and online).
- Professional Development has created some new, shorter trainings that provide a quick overview of Canvas but do not qualify as Canvas certification for teaching fully online. They are directed towards faculty who will use Canvas for their face-to-face class.
- DE is planning on sending out a packet with a quick start guide and information about training and where to get help to faculty who are using Canvas in a face-to-face course.
- We are wrapping things up with Etudes. We need to now negotiate the next contract with Etudes about storage and maintaining access to our course materials. Let Chris know if there is something you want.
- The Western Governors University was given a huge fine for being out of compliance with the Title IV financial aid requirement that online courses not be correspondence



courses. This is a sobering reminder of the important of frequent, effective faculty contact with students. There will be a reminder of this in the next DE newsletter.

III) Applying to Join the OEI Consortium (action item with a vote)

- Today we are considering whether we would like the college to apply to join the consortium.
- First we will review what the consortium is and how to apply. It is a group of 24 colleges working with the OEI. 6 of the colleges went live on the course exchange in spring and fall 2017. Currently there are 30 courses (some with multiple sections) offered on the exchange. Students need to be enrolled in a course on their home college before they can enroll in a course on the exchange. By fall of 2018, all the original 24 consortium colleges will be on the exchange. Currently, the OEI is looking to expand the consortium and will be accepting applications.
- A consortium college agrees to offer courses on the exchange. They send two people to the consortium meetings, where they receive updates and provide feedback to help shape the OEI. They receive tech support, professional development (especially for 508 compliance), and free access to resources, including NetTutor, Proctorio, Cranium Café, Canvas, and Smarter Measure. Vericite is free, but we can stay with TurnItIn. The OEI materials say that library services are included. Chris needs to research what “coordinated library services” means. We speculated that it might be a consortium of data based or interlibrary loans.
- An advantage to being in the exchange is flexibility for enrollment management. It may not necessarily be a net gain. We would be a teaching college and get FTES for students we teach, but lose FTES for students who take classes elsewhere. We’d want to get on the exchange early and offer lots of popular courses. FTES aside, this is good for students and that’s what really matters.
- If there is an open course on our campus, they cannot take it on the exchange. But, Chris is not sure whether this rule just applies to what is taught online or also face-to-face. There are also issues around prerequisites. What if one campus has a prerequisite for a particular course and another doesn’t? Right now, the “easy” courses with CID descriptors are being offered and the details are being worked out. Another question is whether a student can take something that is offered online on the exchange if we purposefully don’t offer it online on our campus.
- Enrollment dates from campus to campus vary and impact when students can enroll. Students must wait until their enrollment date on the home campus before they can enroll in a course on the exchange. Perhaps, campuses with early enrollment dates might be at an advantage because their students have a longer time frame to enroll in classes (before they are filled by students from other colleges) and our courses will have a longer time frame to fill. We enroll earlier than some of our local campuses.
- If we get in the exchange and don’t like it, can we get out? We have to look at the contract, which hasn’t been drawn up yet.



Distance Education Advisory Committee
Meeting Agenda
September 26, 2017
West Basement Teaching Learning Center

- Our courses would be offered on our local calendar.
- We can offer courses on the exchange during winter, and this may be a time we could offer lots online. Other campuses have brought back winter like we have. If a student takes a winter course, it might overlap with the start of the spring semester on their home campus.
- We will still control our scheduling and what we want to offer online.
- Will they be monitoring how many units students are taking so they don't max out? We aren't sure. Students who swirl between campuses already do this.
- We are already on the waiting list to receive an application packet. Chris spoke with Kate Jordahl of the OEI to let her know that we are in consultation and may be applying. In the application process, we fill out an information packet/workbook. We need a strong implementation team. Kate says this is important. Also, we would need to review and sign the consortium agreement and financial aid agreement. Students can compile their credits from the various colleges for their financial aid.
- In selecting new campuses for the consortium, the OEI is looking for campuses that have
 - Implemented Canvas
 - Good accreditation status
 - Tech ready, including a single sign on for students. We have a single sign on for students, but the OEI isn't clear about what "tech ready" means.
 - They want campuses with exchange ready courses but that doesn't make sense because only current consortium colleges have those. Also, they want to see that the campus is preparing courses to be exchange ready.
 - The OEI wants colleges that have the support of faculty and admin, including instruction, financial aid, DE, and IT. IT, Financial Aid, and the VPAA are on Board. We are now consulting with DE and Senate.
 - The OEI also wants geographic diversity. This works against us because many of the consortium colleges are in so cal. A&R needs to be on board – we should work with the new director. Colleges in a multi-college district where one of the other colleges is in the consortium have an advantage. Also, they want a DE Plan in place. We have a DE Plan but it is not fully improved. Chris is going to edit it to include information about our plans in re: the OEI and course exchange. We also meet other expectations, including having a full-time DE Coordinator, using OEI support services, having adopted the OEI rubric, and having made progress in student equity.
- Colleges that are picked will sign the consortium agreement, create an implementation team, and sign a financial aid agreement. They receive a "Go Live Checklist" with step-by-step instructions about financial aid, enrollment management, communications, SIS, Colleague, etc. It includes suggested dates for completion. It is an estimated 16-20 week implementation plan.
- We no longer require an on campus meeting for DE. But, instructors can have one.



Consortium Application Endorsement

The Distance Education Advisory Committee (a subcommittee of the Academic Senate) joins the Director of Financial Aid, the Chief Technology Officer, and the Vice President of Academic Affairs in encouraging El Camino College to apply to participate in the Online Education Initiative Consortium of Colleges.

- Motion to approve the above statement: Kevin Degnan
- Second: Renee Galbavy
- Discussion: Has anyone reached out to a college already on the exchange? Chris sits on the OEI Advisory Committee and hears a lot about consortium college concerns. Many of the problems with the exchange right now seems to be around technology. Who makes the final decisions about this? The Board? The President and VPs in Cabinet will certainly have to approve.
- Vote: Unanimous “yes”
- This will go to the Academic Senate for a first reading on Tuesday

IV) Distance Education Institute, 2017

- Will be on November, 17, 2017.
- The committee reviewed the draft schedule. It will follow the usual pattern of being from 8-3:00 with breakfast and lunch, a keynote speaker, a resource showcase, a break out of faculty sessions.
- For the materials, Chris is hoping to have the Faculty Handbook ready to give out. Chris will bring it to DEAC for review. Flyers for the OEI Course Evaluator Training and other topics will be in the materials.
- Chris is working with @ONE to get someone but it is very expensive. The idea is to look at the rubric. The keynote should help with evaluating courses and moving us in the direction of getting courses exchange ready. By the way, we will be asked to work with a subcommittee considering updating faculty evaluations.
- The resources showcase will show a variety of resources we have that faculty many not know about or might not know how to use, but would like to. For instance, TurnItIn.
- NetTutor. There is a concern about the quality of NetTutor services. Will we be promoting NetTutor or talking about the strengths and weaknesses? We should definitely talk about strength and weaknesses. Political Science and English faculty did not like NetTutor. Natural Sciences worked with NetTutor to cater it to our courses. We could consider the strengths and weaknesses. Renee and Chris will check out NetTutor and see how it works in Psychology and History. It is an important message – this can be useful to some disciplines and not others. Also, we have to offer services online to our online students that are comparable to face-to-face services. For NetTutor we can talk to Sheryl Kunisaki.
- Other resources for the showcase may be Starfish or adaptive learning programs. In Math, ECC uses MyMathLab and Compton uses XYZ. Pete uses MacMillan and Launchpad. Nutrition also uses MacMillan.



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- We may demonstrate OER and OER campus shells.
- FERPA should be included in the DE Handbook. We can't have students publish blogs or produce work on social media. We need to be careful. Pete has a very useful FERPA webpage from UCLA. Also need to be careful with filming events.
- Breakouts tie into the resources. Faculty members will demonstrate the use of the resources.
- Mary will coordinate the OER break out.
- One session will be on Canvas apps/LTIs. How to use and turn on apps is confusing. We may demo TurnItIn and AdjustAll. May demonstrate how to turn on Ted Ed.
- Another session may be supporting and reaching students. Could include NetTutor, Starfish and maybe the Library (but our librarians are very busy).
- A final session may be on Adaptive Learning.
- We could include a session on best practices in DE. There is good feedback on those presentations and they are well received. We could add this in. Renee and Mark have done about four of these over the years.
- We should have the very final schedule by Nov. 2 for printing but we'd like to have it before then.
- Could add more stuff about supporting students.
- Janice Pon-Ishikawa will present on Cranium Café. This can be included in the supporting students session. Janice is working on finding the best time to counsel online students.
- Pete will present on google. Pete will send Chris his list of publisher contacts.
- Vendors were not invited to present but they can have tables. We don't want faculty to feel like they are being sold to. During breaks, faculty can go to the tables. We can tell faculty that if they like the product, they can invite the vendor back for a brown bag.
- OER vendors may be okay because they aren't pushing a product for sale. The quality of OER vary from field to field. In some disciplines they are weak and in others they are good. OER doesn't just include textbooks. It can be a combination of free resources. Some OER textbooks come with course packs of questions and PowerPoints. Lumen has good resources in English. Mary knows someone in Cal State who could be a good source.
- Please send your ideas to Chris.

V) DE Training and Certification

- There was confusion about the matrix posted online. The committee viewed a rough draft of another way to explain the requirements. Please give Chris your feedback.

VI) Homework

- DEAC members are invited to look into Proctorio and Ally and let Chris know what you think. Also, if you have a problem with the Canvas discussion board share it with Chris



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so she can pass it on to the CCMS Canvas Discussion Board Work Group.

MEETING MATERIALS

The **meeting packet** was emailed to committee members and contains the following materials:

1. OEI Description
2. OEI Course Exchange FAQs
3. DEAC OEI Consortium Application Endorsement
4. Distance Education Institute, 2017 – overview of planning materials
5. DE Training and Certification

Proctorio Webinar Information: Friday, Sept. 28, 2017, 10-11am. A live, interactive webinar with Proctorio, the online exam proctoring tool selected by the Online Education Initiative (OEI) and the Foundation for California Community Colleges (CB-15-016). The webinar will cover key features of Proctorio, pricing, and introduce the new statewide proctoring network.

Participation Details: ZOOM ID: 639 068 8895 Or direct

URL: <https://cccconfer.zoom.us/j/6390688895> Or join by telephone at [1.646.558.8656](tel:16465588656) (Meeting ID: 639 068 8895)

CALL IN AND CCC CONFER INFORMATION

CCC Confer Instructions

Login to our CCC Confer virtual room so you can see the documents, slides and websites that we discuss during the meeting. The session will be archived and can be accessed the next day for review.

To join us in the virtual meeting room using your computer:

[Test Your Computer Readiness](#) prior to the meeting. Enter our [virtual meeting room](#) a few minutes before the meeting starts; 12:45 pm would be ideal. If you don't have built-in microphone and speakers, you may use a headset.

To join us in the virtual meeting room using your smartphone or tablet:

Open the App Store and search for "Blackboard Collaborate". The first and only result should be "Blackboard Collaborate". Install and open the app. Copy and paste the Blackboard Collaborate Session URL below a few minutes before the meeting starts; 12:45 pm would be ideal.

<https://sas.illuminate.com/m.jnlp?password=M.490570ADBFFC6772C9A1B063F2EC40&sid=2007002> Enter your name and click Join Session.

To join us by phone:

Call: (888) 450-4821

Passcode: 220493



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MEETING SCHEDULE – 2017/18

Fourth Thursday of the month, 1-2:00

1. Thursday, Sept. 28 - 1:00-2:00 Teaching and Learning Center (TLC) in West Library Basement
2. Thursday, Oct. 26 1:00-2:00 TLC in West Library Basement
3. Thursday, Nov. 23 1:00-2:00 DE Room/Library 166
4. Thursday, Feb. 22 1:00-2:00 DE Room/Library 166
5. Thursday, March 22 1:00-2:00 DE Room/Library 166
6. Thursday, April 26 1:00-2:00 DE Room/Library 166
7. Thursday, May 24 1:00-2:00 TLC in West Library Basement

Recommendation for Google for Education

The Academic Technology Committee and the Academic Senate recommends that the district enroll in Google for Education. The following is a list of reasons why the district should enroll:

- Free 24/7 support
- Easy collaboration in and out of the classroom and office arena
 - **Yuko Kawasaki, Nursing:** Currently in the Nursing department, we have loads and loads of binders filled with papers for each course. For example, my Nursing N250 class must keep a physical binder that has meeting minutes, team goals, semester summaries, etc. The binders can go “missing” and documents can just “fall out.” Google docs works really well for projects, because everyone can make trackable changes on the document and we don’t need to waste time hashing the same stuff over and over in person.
 - **Terry Wright, English Professor:** As a long-time in-class tutor and now an English A instructor, I cannot think of a better tool to conference with students than Google Docs! Working with students on Google Docs means we can conference both in the classroom/labs and outside the classroom. First of all, as a Writing Center tutor and instructor, in the last year I have noticed an increase in students using Google Docs instead of MS Word, so as instructors, we should be familiar with it. As an English A instructor, I encouraged students to email me any time with questions about their writing, and at least once a week I had a student email me pieces of their essay for feedback. It would be so much easier for us to collaborate on a Google document than for me to open their document, read it, then write back via email with my out-of-context comments. Within the classroom, this would make conferencing so much easier, since instead of taking the time to print a document, bring it to class, submit it, wait for the instructor/tutors to comment on it in writing, then calling students up one at a time, then sending them back with the hand-written comments (plus trying to remember what the instructors/tutors said when answering students' questions)... students and the instructor/tutors could write back and forth on a Google document as each student is reading and/or has questions. I also think this would help ease some students' anxiety about being called up to talk to instructors/tutors on their writing every single week. It takes a LOT of courage to listen to someone point out all your "areas of concern" face to face week after week! I think working more collaboratively AND privately with students on a Google doc will make students feel more confident and work more independently.
- Allows accessibility tools for the SRC
 - **Tiffani Lau, ED 38 and ED 140 instructor:** I am a learning disability specialist and a counselor in the SRC. I love Google and use their email and drive service. I use google slides and docs to create my lectures. Google has several AT extensions that I fully support. They are great educational tools for our students. Text Help has several google

extensions: Read and Write, Grammarly and Equatio.

Read and Write is a text to speech software program. Once enabled, it will read aloud what is in your doc or on a webpage.

A student told me that she has trouble in her English B class and Grammarly helps her with grammar. I haven't used this software since I teach a math support and computer class and do not require much writing.

Equation is Text Help's latest software. It takes math and makes accessible.

Math teachers can use it to share problems, have the students work it out and submit it back to the teacher. The teacher can see the steps that the student took, as opposed to, now, with MyMathLab, students only submit the answer.

People can type, hand write or speak the problem and it will be typed onto the computer. We would need to be a google campus to use this program for free.

Kurzweil 3000 is another text to speech software that has a google extension.

- **Brian Krause, SRC Computer Lab Technician:** It is imperative that ECC ensures campus wide, equitable access to technology for persons with disability (ADA & 508 compliance standards). Becoming a Google Campus will help us take a giant leap towards that goal. As of this moment, any student using a Chromebook does not have the same access to Assistive Technology (AT) we provide here on campus. Once we become a Google Campus it allows students to access all of Chrome Browsers (AT) extensions & plug-ins. This will allow students to access the same AT that Windows & Mac users have access too. Here's a link to why Chrome & AT are vital.

<https://sites.google.com/site/gchromeat/home/chrome-and-assistive-technology>


Useable on any device


- [Data is as safe](#) as any information in the internet
- [District owns all of the data; data is not sold to third party vendors](#)
- Allows faculty to use Chrome tools not available to the general public
- Allows faculty to increase their data storage significantly
 - [Each user has unlimited storage for Google Drive, Gmail, and Google Photos. \(If you have 4 or fewer users in your organization, each user gets 1 TB of storage.\)](#)
- Many students use Google for Education tools in K-12
- Exposes students to different online tools; increases knowledge; develops skills useful in the workplace

El Camino College Survey of Entering Student Engagement (SENSE) 2016 Results Highlights



Entering Students Profile (N=662)

51%  Percent of respondents indicated that neither parent has college

33%  Percent of respondents indicated that English was not their first language



Before the beginning of the semester...

32% attended an on-campus orientation

7% of respondents were not aware of orientation



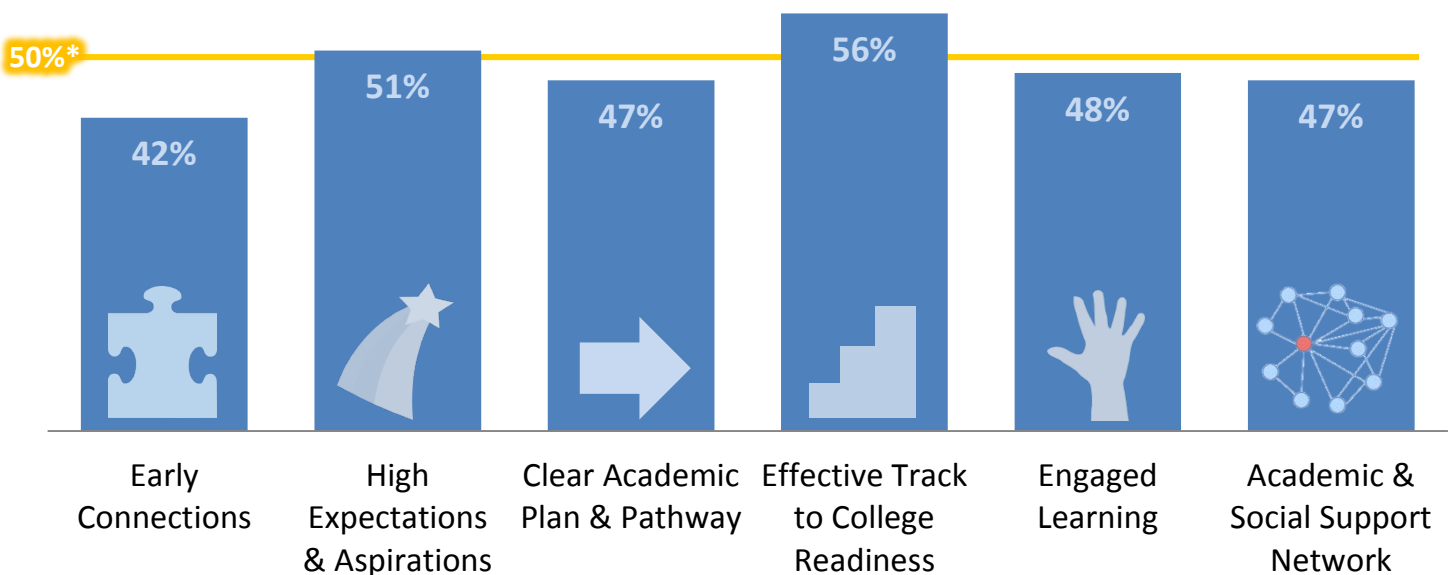
47% completed orientation online

51% credited their friends, family, and other students as the main source of academic advising. This includes:

- help with academic goal-setting
- course recommendations
- graduation requirements

Benchmark Scores for ECC Compared to SENSE Cohort

— SENSE Cohort



* Each benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean always is 50% and the standard deviation is 25%.

Early Connections

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18a. The very first time I came to this college I felt welcome	63.5%	75.3%
18i. The college provided adequate info. about scholarships, grants, loans, etc.	42.6%	54.0%
18j. A college staff member helped me determine if I qualified for financial aid	23.9%	38.6%

High Expectations & Aspirations

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester.	Agree/Strongly Agree	
	ECC	SENSE Cohort
18b. The instructors at this college want me to succeed	82.4%	88.0%
18t. I have the motivation to do what it takes to succeed in college	86.9%	88.5%
18u. I am prepared academically to succeed in college	83.0%	84.9%

Clear Academic Plan & Pathway

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18d. I was able to meet with an academic advisor at times convenient for me	55.5%	66.1%
18e. An advisor helped me to select a course of study, program, or major	61.2%	64.9%
18f. An advisor helped me set academic goals and create a plan for achieving them	53.4%	46.5%
18g. An advisor helped me to identify courses I needed to take my first semester	71.5%	75.1%

Effective Track to College Readiness

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
21a. I learned to improve my study skills	73.1%	75.0%
21b. I learned to understand my academic strengths and weaknesses	64.8%	73.0%
21c. I learned skills and strategies to improve my test-taking ability	52.1%	56.8%

Engaged Learning

During the first three weeks of your first semester at this college, about how often did you do the following?	Two or more times	
	ECC	SENSE Cohort
19a. Ask questions in class or contribute to class discussions	59.5%	67.4%
19m. Discuss an assignment or grade with an instructor	27.1%	32.2%
19n. Ask an instructor for help regarding questions or problems related to a class	43.2%	45.1%
19o. Receive prompt feedback from instructors on your performance	44.1%	46.0%
From the time of your decision to attend this college through the end of the first three weeks of your first semester. How often did you use the following services?	Two or more times	
	ECC	SENSE Cohort
20.2d. Face-to-face tutoring	6.7%	8.5%
20.2f. Writing, math, or other skill lab	14.2%	22.7%
20.2h. Computer lab	33.7%	34.9%

Academic and Social Support

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18l. Instructors clearly explained academic and student support services available	65.8%	71.9%
18m. All instructors clearly explained course grading policies	85.6%	87.9%
18n. All instructors clearly explained course syllabi (syllabuses)	92.3%	91.0%
18o. I knew how to get in touch with my instructors outside of class	86.8%	88.4%
18r. At least one instructor learned my name	76.3%	85.6%

The entire SENSE report can be found in the "Surveys" section of the Institutional Research & Planning website.