



Academic Senate of El Camino College 2017-18

September 5, 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
Adrienne Sharp	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*	18/19
Dylan Meek	18/19
Renee Newell	18/19
Jack Selph	18/19

President/ Superintendent

Dena Maloney

Division Personnel

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
C. Striepe*/G. Medina	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: R. Galbavy, 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.

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.



Academic Senate of El Camino College 2016-17

September 5, 2017

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Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday September 5, 2017 in Distance Education Room 166

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C. Officer Reports	
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c. Chair, Curriculum – Janet Young	
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f. VP Finance – Josh Troesh	
g. VP Academic Technology – Pete Marcoux	
h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	32-35
D. Special Committee Reports	
a. ECC VP of Academic Affairs – Jean Shankweiler	
E. Unfinished Business:	
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F. New Business:	
a. Senate Goals: Review 2016-17 Progress, 1 st Reading of 2017-2018 goals – K. Daniel-DiGregorio	36-40
G. Information Items – Discussion	
a. Collegial Consultation Committee Orientation: Academic Senate -- Executive Board	
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H. Future Agenda Items:	
a. Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development.	
b. Survey of Entering Student Engagement – Marci Myers	
c. Technology Committee: Criteria for Document Management System RFP – Art Leible	
d. Spring Lockdown/Shelter-in-Place Drill – Chief Trevis	
e. SSSP/SE/BSI Integrated Plan Timeline	
I. Public Comment	
J. Adjourn	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenate/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.

Adjunct (1 Year)

- Dustin Black
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Nic McGrue
- Josh Troesh

Counseling

- Anna Brochet
- Yamonte Cooper
- Rene Lozano

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
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao
- Adrienne Sharp

Industry & Technology

- Ross Durand
- Mark Fields
- Lee MacPherson
- Jack Selph
- Charlene Brewer-Smith

Library Learning Resources

- Mary McMillan
- Noreth Men
- Claudia Striepe

Mathematical Sciences

- Megan Granich
- Matthew Mata
- Ben Mitchell
- Jasmine Ng
- Catherine Schult-Roman

Natural Sciences

- Mohamad Abbani
- Sara Di Fiori
- Troy Moore
- Ryan Turner
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Jeanie Nishime
- Jean Shankweiler

Assoc. Students Org.

- Patrick McDermott

Compton Education Center

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Allison Carr

Dean's Reps.; Guests/Other Officers:

- Carolyn Pineda
- Josh Casper
-

Excused: M. Granich, M. Mata, B. C. McFaul, N. Men, A. Sharp, N. Men, B. Mitchell, J. Ng, C. Schult-Roman

ACADEMIC SENATE MINUTES

May 30, 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 eighth and final Academic Senate meeting of the spring 2017 semester to order on May 30, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-17 of packet for minutes from the May 16 meeting. P. Marcoux motioned, Chief Mac seconded. There was unanimous approval of minutes.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 18-19)

Today at 5:00 pm is the last chance to vote for adjunct senators. Only adjuncts can vote and it was sent out by email.

You have a copy of the College Council minutes on pages 18-19.

I am very pleased to report at last Monday's Board of Trustees meeting, **The Resolution of Support for All Students** passed unanimously. All trustees in attendance voted in support; Trustee Numark was absent. This was an outgrowth of a recommendation I made at a February BOT meeting based on what I heard from you and other faculty. It was out of concern for our students because of the changing political climate and our student's anxieties. Dr. Maloney very quickly stepped in and suggested that the Academic Senate and her office collaborate on the resolution. She was very hands-on in helping us navigate the consultation process, rolling her sleeves up and wading through legal terminology. She lined up a presentation for the April Board of Trustees meeting on the Dreamers Task Force so that the BOT could hear not only about the resolution, but also about other things we were doing on campus to respond to students' concerns. We are grateful for Dr. Maloney's strong leadership. This is a big step for us as a college. This will be posted to the CCLC website, and I will also send out a notice on the listserv letting everyone know that it was approved. I will also let folks know about the other Dreamers Task Force initiatives that are happening, things that have happened, and things that are coming up. That way, we can get involved as we are interested. Thanks to all of you, for your support of the resolution. FYI, only some modest changes were made since you saw the resolution here at our meetings. The mission statement for the Campus Police was added; that was a recommendation from Trustee Vargas. For the non-discrimination statement, we used the one from The Board of Governors. Essentially, it is very similar to what you saw here at the senate. Other things that were approved at the BOT meeting:

- New Position: Director, Career and Technical Education (CTE), reporting to Dr. Rapp (Business)
- Interim Dean, Humanities: Debra Breckheimer
- Interim Dean, Student & Community Advancement: Idania Reyes (William Garcia's position)
- Supplemental Employee Retirement Plan

Congratulations to Retiring Colleagues (24 in total): Ellen Antoine, BSS (1987); Sue Dowden, BSS (1994); Elizabeth Shadish, BSS (1991); Patricia Vacca, BUS (1985); Margaret Quinones-Perez, COUNS (1986); Ken Gaines, COUNS (1986); Harrison Storms, FA (1985); Bill Hoanzl, HSA (1979); Peggy Kidwell-Udin, HSA (1987); Sandra Bartiromo, HSA (1975); Kate Holmes, HSA (2005); Sue Bachmann, HUM (1988); Barbara Jaffe, HUM (1991); Bill James, HUM (1980); Rosemarie Kistler, HUM (1989); Janet Madden, HUM (1986); Joy Zhao, HUM (1996); Lee Macpherson, I&T (2000); Don Brown, LLR (1992); Noreth Men, LLR (2007); Howard Story, LLR (1983); Aban Seyedin, Math (1986); Susana Prieto, NATS (1990); Simon Trench, NATS (1992). Thank you all for your service to the Senate!

Sandra Bartiromo has the distinction of the longest service, 42 years! Trustee Brown noted that we are losing a lot of institutional memory. All will be missed. Retiring Senators were presented with See's Candy as a thank you. As in, "We hope to SEE you around after you retire!" KDD gave a special thanks to Senators Noreth Men and Lee Macpherson. Noreth couldn't make it today, but Chief Mac said thank you to all. His odyssey at ECC started in 1967, when he enrolled as a student. Life had other plans for him, and it wasn't until 1990 that he came back and finished his degree. In 2000, he was talked into coming to teach "one class." That turned into a full-time position, when the person who recruited him left. No one bothered to tell him that along with his position, came the Academic Senate. He found that out at his first Division Council meeting. They said "Hi and how are you? We hope you aren't busy next Tuesday, you have an Academic Senate meeting." It has been a pleasure to be associated with the Academic Senate. It has been enriching to see how this organization has grown with the times. When I first started, I sat in the back, listened to all the acronyms that no one understood. Afterwards, I would go back to my office, get online and look everything up, so I was self-educated. Now, with the AS Handbook, it will be an easier path for whoever replaces me. I have learned a lot about the campus and college and enjoyed my time with all of you. Thank you.

Outgoing Senators: Mohamad Abbani, Dustin Black, Mark Fields, Rene Lozano, Chief Lee MacPherson, Nic McGrue, Noreth Men. **ASO:** Patrick McDermott.

"Re-enlisting" Senators; Karl Striepe (candidate for Adjunct Senator); Andy Alvillar; Traci Granger; Ryan Turner; Charlene Brewer-Smith – *new FULL-TIME Cosmetology faculty!*

Retiring Senators; Noreth Men (LLR); Chief Lee MacPherson (I&T).

New Position: Mark Fields (I&T): Associate Dean, Career Education & Categorical Programs, Mt. San Jacinto College, Menifee Campus. Portfolio: Strong Workforce Initiative, Perkins Grants, and five programs.

KDD: Congratulations Mark, on your new position and thank you for your many years of service to the Senate, on the Ed Policies Committee, and as CTE Liaison to the statewide Senate, among others. M. Fields: Thank all of you for the wonderful experience I have had here at El Camino. I encourage all my colleagues to come and do a term here.

Thank you to ALL 2016-2017 senators for your service to the college, students, and the Academic Senate! You will be receiving an El Camino Academic Senate writing pen, they will be arriving soon. Check your mailboxes, hopefully, they will arrive before the end of next week. They are just a small thank you for your service. We appreciate all the hard work.

Other Campus News: Drills schedule for Future Semesters: As you plan in your syllabus for upcoming semesters: Fall semester - Great Shakeout; spring semester – Lockdown/Shelter-in-Place. Upcoming VP Searches/Administrative Services; these are going to be underway soon. VP Student Services – Thank you to Anna Brochet for being our Academic Senate rep. Thank you to ALL faculty who have served on search committees this semester! We appreciate it!

Dual Enrollment Updates: A couple of meetings ago, we had Michele Arthur and Linda Clowers come in and talk about our Dual Enrollment Initiatives. There were a number of questions and concerns that faculty voiced. At a recent Deans Council meeting, I heard a number of ways how they are dealing with those concerns. There is a DE Faculty Orientation, tentatively set for Monday, 8/21, 3 – 5 pm. We have revised and expanded the application and information for the students/parents online. This is a great opportunity to help students and parents understand Dual Enrollment. Orientation materials and resources are being developed for faculty. Chris has been working on the handbook in collaboration with Michelle Arthur.

Council of Deans: They have been looking at the requirements for educational administrators. They are considering reducing the number of years of teaching experience required from the current three-year requirement. We are having a hard time hiring because we require more years of teaching experience than other colleges. There has been discussion about reducing it to two or even one. The other related topic is the Retreat Rights that we are coming back to in the fall. Ed Policies is reviewing 7250.

Articulation agreement: Council of Deans is considering reducing the 12-unit requirement to earn credit by exam. Currently, you have to complete 12 units at El Camino with a 2.0 GPA. We may make it more flexible for the future.

Please contact KDD if you have questions or feedback on these issues kdaniel@elcamino.edu

ECC Academic Senate Meetings 2017-2018

1st and 3rd Tuesdays, 12:30 – 2 pm, 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).

b. VP – Compton Education Center – Paul Flor

Unable to attend the meeting.

c. Chair – Curriculum – Allison Carr (pgs. 20-35)

Interviews are underway for the Curriculum Advisor. The goal is to have the new person in place by July. More information, including College Curriculum Committee minutes, can be found on the ECC website:

<http://www.elcamino.edu/academics/cc/>

Full Course Review Proposals

AJ 170

ARCH 119

ART 106

CIS 122

FTEC 113B

MATH 115, 116

MATH 116

WELD 1A, 20

Consent Agenda Proposals

ARCH 119
ART 133,146
ART 205B
ATEC 42
CIS 136
ECHT 140, 142,144, 146, 148
EDEV 33
ETEC 15A, 15B
FASH 26B, 44
LAW 11, 12
MTT 10J
PARA 1

New Certificates

ACR: Energy Efficiency Certificate of Achievement
ACR: Energy Management and System Controls Certificate of Achievement
ET: Electrical and Electronics Engineering Certificate of Accomplishment
ET: Mechanical Engineering Design Technician Certificate of Accomplishment

Program Revisions

AJ: Homeland Security and Emergency Management
ART: Visual Communications Certificate of Achievement
BUS: Marketing A.S. Degree
BUS: Office Administration: Management Option A.S. Degree
CIS: Computer Systems Applications Certificate of Achievement
COSM: Cosmetology A.A. Degree
COSM: Cosmetology Level II Certificate of Achievement
FTECH: Fire Academy Certificate of Achievement

d. VP – Educational Policies –Chris Gold (pg. 36-37)

Here is a list of what we accomplished this year, it should look familiar to you. Last Tuesday, we had the first meeting for the Min Quals/Faculty Service Area Task Force. We got together, the committee has a dean's representative, people from the Federation, and Senate representation. We will work at putting together on a flex activity for Fall Professional Development Day. That will help teach you about Min Quals and Faculty Service Areas (FSA's). We are planning on ways to work with this from faculty to update the FSA's. Special thanks to Mark for being on our committee, we will miss him. We are a small committee, and we count on all of our members. If anyone is interested in joining us, please contact me. KDD: It is a great committee and it is nice to find out what is going on around campus. It is good to understand policies and procedures.

e. VP – Faculty Development – Stacey Allen (pgs. 38-39)

That is a great idea to list what you've accomplished. I am going to do this, it feels good. I should have done that for the packet. Our minutes are on page 38-39. I am meeting with Jean tomorrow morning to talk about Fall Professional Development Day. The call for proposals went out last week, they are due by Friday of this week. Please consider submitting a proposal for a breakout session. Our last meeting of the FDC is next Tuesday.

f. VP – Finance – Josh Troesh (pg. 40)

We are starting the budget process for the upcoming year. Yes, it does start early. The budgets are available on the web, if anyone has questions or comments, I can bring it to the PBC. It will go through a multi-month process. For the college, enrollment continues to be a big issue. It has been a consistent theme that we are not alone in the stabilization process. Half the community colleges in the state are in stabilization. This will be a challenge, not only for us, but for the entire state.

g. VP – Academic Technology – Pete Marcoux (pgs. 20 – 26)

We didn't have our meeting, there was a technology emergency. The good news is that Wi-Fi is rolling in. MBA and Humanities Buildings has it, and it's very fast, which is nice. Canvas is really cool; I urge all of you to check it out. C. Nagao: For faculty in Humanities and MBA, we use ECC Staff to access the Wi-Fi? P. Marcoux: Yes, and you only have to log in once, and you are good. C. Wells: The Chancellor talked about some state-wide software for scheduling and those types of things. Have you heard anything about that? P. Marcoux: No, but I am on a committee that is looking into that. Y. Kawasaki: Why do we all need training for Canvas if we have already been using Etudes? P. Marcoux: We are going to be talking about that. We have a recommendation that the Senate is going to be voting on today for Face-to-Face classes.

h. VP – IE/ALC/SLO's Update – R. Serr

Not a whole lot to report this time. I want to encourage faculty to get your assessments in early. Before summer would be great. September 15th is the deadline. There are workshops tomorrow from 2-3; and Thursday from 1-2 in the Library basement. Bring your data, and by the time you leave, it will be done!

D. SPECIAL COMMITTEE REPORTS

Dr. Jeanie Nishime - VP of Student and Community Advancement

It's the end of the year, there are lots of things happening to celebrate our student's success. I would like to highlight a few: The Puente annual year-end celebration is tonight; Project Success was last week; MESA/STEM tomorrow; Honors Transfer is Thursday; South Bay Promise reception is June 14th; Friday are the Science awards; Transfer reception is June 13th. The EOPS/CARE banquet. It's a great time for celebration. One of the things that was really moving at the EOPS/CARE/CalWORKS banquet was the students nominated their most influential teacher, Erica Brenes, one of the English Puente teachers. She gave a very moving speech. I want to thank all the faculty who influence and impact our students' lives. The students are really appreciative.

Dr. Jean Shankweiler - VP of Academic Affairs

I went to a Guided Pathways workshop in Bakersfield last week, and Chris Wells went with me. We learned a lot about how some of the schools that are part of the nationwide program are implementing Guided Pathways on their campuses. There were a number of different panels that talked about their experiences. Eloy Oakley talked about changes that are coming through. He said don't buy any new software yet, because they are going to look at regional opportunities. Knowing how our region works, that could be quite a while. He also talked about funding formulas, (VP Joanna Higdon heard the same thing). They are moving away from students in the seats to a growing emphasis on outcomes. We are already seeing that with SSSP and Strong Workforce. We are going to be funded on certificates and transfers that occur and degrees. We got tips on using data and developing our team. Registration has started, so of course, enrollment is on my mind. We are looking at summer enrollment. We are at about 1200 FTES for summer, but

our goal is roughly 2000, depending on what paper you look at. Enrollment management plan says 1968. The ones that go out daily say 2100. We need to be around 2000 in order to meet our goals, so we don't lose funding next year. Remember, summer math, we aren't going to borrow. That's why we are in stabilization. It all goes towards next year, so we can make our enrollment goals. The high schools are doing their schedules for next year, because Michelle has been bombarded with requests. In addition to all the other things she is working on, she is working on a process for schools to make requests that are in line with our scheduling, rather than the high schools' scheduling. They should have made their requests for fall back in January; they would be making their requests for spring now. So in the next year, we are going to get that lined up so it's not so hard on the deans and their administrative staffs. Back to curriculum, as Allison pointed out, we are interviewing next week and we have a number of good candidates. I am very hopeful we'll have a name on the June Board to start in July and go to the Curriculum institute. Today, I am going to Compton to hire their Curriculum Analyst. This is a really big deal to them, this is their first step to their own curriculum. We are excited about that. Other than that, we are going to a lot of parties.

E. UNFINISHED BUSINESS

Proposed Revisions to Senate Constitution (pgs. 41-55)

KDD: The reason for this meeting is that we needed time to review the constitution and time to have two readings. The main impetus for the change in the constitution is that we wanted to bring The Distance Education Advisory Committee (DEAC) in, as a subcommittee to the AS. I wanted to make sure you knew this wasn't a hostile take-over. (A few chuckles at this comment.) At the November 15, 2017 meeting of AS, Howard Story suggested a motion to investigate making DEAC a subcommittee of the Senate. It reflects a long-term practice. DEAC, Director of Library Learning Resources, Media Services Faculty Coordinator, and VPAA were consulted. We will have a second reading today. Today or tomorrow, I will send out a Survey Monkey ballot that goes to faculty on 6/1; deadline to reply 6/9. The changes are ratified if the majority of those voting approve. I will ask you to vote once today and again when the survey goes out for ratification. I need a motion to approve our changes: M. Fields motioned, C. Wells seconded.

Here are the changes we quickly reviewed, and there aren't many since the last time: Page 43: 1.1 Library Learning Resources (feedback from the last meeting). Page 44: 1:2 Adds alternates for Adjunct Senators. There was a question at the last meeting. We will get into more detail in the fall about voting. Page 45: 2.1.2 VP Student Services becomes ex officio member. (Title is changing). Page 46: 1.5 Distance Education Liaison – We haven't gotten to DEAC yet. We need someone who is currently a Senator to be the go-between senate and DEAC. 1.7: Previously VP Legislative Action. Recommendation: Change to "Legislative Liaison"; currently, all VP's are on e-board and this position is ex officio member of board. No other ex officio member is VP, so confusing to have two levels of VP's. This keeps it a little cleaner. I will get to the job description. There was general agreement with this suggestion and C. Wells, who has served in the position, confirmed that the proposed new title more accurately describes the job. Page 47-48: Duties of Officers - This is just to expand descriptions of officer's duties. Page 49: Distance Education Liaison and "Legislative Liaison." For Legislative Liaison, need to add description: Monitor legislative issues; advise president, officers, committees, and members on matters of legislation, relevant to the Senate purview. Page 50: Add Legislative Liaison. DEAC add official subcommittee to AS. Any other questions or input? All were in favor. Please vote one more time by responding to the upcoming email so we can get this ratified. Thank you to everyone for input and your patience. And the extra meeting to get this wrapped up. Thank you to Howard and Rebecca Russell for bringing this to us.

Upcoming DEAC Initiatives: KDD: They are going to be reviewing models for committee structure and functioning and present a proposal to DEAC and Senate. They will articulate in a little more detail what structure the committee would be. They will then recruit additional representatives to DEAC; faculty from all divisions, academic dean, ITS, etc. They will collaborate with relevant campus departments on faculty training. Then a recommendation is that they elect an Interim Chair/Co-chairs. It will depend on what is happening with the interim DE Coordinator. For long-term, the DE

Coordinator (Howard's replacement), will chair DEAC. These are the next steps. Thank you to Rene Galbavy for bringing the DE Plan to the Senate.

Proposal: Canvas Access for Face-to-Face Instruction: 2nd Reading – P. Marcoux & C. Gold (pg. 56)

C. Gold: We talked about this the last time. Pete and I are bringing forth a recommendation that faculty be able to use Canvas in their face-to-face classes without required training, once the integration tool is in place. This wouldn't apply to those teaching hybrid classes or online classes. This is just for people who are supplementing their face-to-face class with Canvas. We talked about it at DEAC. All the faculty in DEAC supported it. The main concerns weren't a surprise at all. They came from the DE staff who worry they will be overwhelmed with tech support questions. I understand that concern. In the DE plan there is a plan to hire more DE staff that could take off some of the burden. Canvas has 24/7 hour tech support. I called last Sunday, and right away they were online helping. R. Galbavy: Canvas has multiple levels of help. Does our school purchase the most comprehensive package? C. Gold: I do think we have the 24/7 help. KDD: I talked to Howard, and there is room to increase our Canvas support. P. Marcoux: If you are in Canvas, it does say if you have a question between 9 and 4:30, contact Gema. KDD: That is a lot of phone calls for Gema. That would be a one woman support desk. C. Gold: As far as I understand, we can call Canvas at any time. M. Abbani: Let's make it a requirement that if you call more than 3 times you have to take a course. C. Gold: We all have our own ways we get support. Canvas has lots of support. C. Wells: If you have never used Canvas, is there a place to go to be introduced? P. Marcoux: There is a 1200 page guide, it is very searchable. Instructure has a YouTube channel and introductory videos for someone who has never used it. Other schools have videos as well. R. Turner: The New Faculty Learning Academy could include a brief introduction for how to access Canvas. C. Gold: The idea is for our faculty to be using it widely. Our students all know how to use this. They have sites for all their classes at the K-12 level. They all come here knowing how to use this. P. Marcoux: We aren't anticipating problems. We rolled out the *My ECC gradebook* and *Team Sites*, without requirements, and there wasn't an overwhelming issue. Dr. Shankweiler: I want to put the requirement in perspective. It was there when we signed onto Etudes. People using Learning Management Systems 15-20 years ago, weren't so common. People needed training, plus Etudes required it. As we've transitioned to Canvas, it wasn't like someone said you still need training, we just rolled over the process. Now people are much faster with learning these systems. Canvas is pretty easy from what I understand. KDD: Do we have a motion to approve the recommendation? R. Galbavy moved, C. Striepe: seconded, the recommendation passed with one, (D. Berney) abstention.

F. NEW BUSINESS

Flex Credit: Discussion – Kristie Daniel-DiGregorio & Dr. Shankweiler (pgs. 57-66)

KDD: You may be wondering why the Senate is talking flex credit. If you are new to the Senate, or new to Community Colleges, this is something that is coordinated by the Professional Development Department. It is overseen by Human Resources. So why is the Senate talking about this? You have some materials in your packet on pages 57-59. This explains the policy related to faculty professional development, the senate purview and there are also contractual issues.

It is Board Policy 2510

...The Board will **normally accept the recommendations of Academic Senate** on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et. seq., California Administrative Code, Title 5, and as listed below...

8. Policies for faculty professional development activities....

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and **reach mutual agreement** by written resolution, regulation, or policy of the Governing Board....

In Senate Handbook:

The Making Decisions Document outlines....*If the College and the Senate cannot agree, things remain status quo and no changes can be made.*

We need to reach mutual agreement in order to make decisions related to policies for faculty professional development activities. There are only changes made without Senate agreement if there is extreme hardships, demonstrated conditions of substantial fiscal hardship or exposure to legal liability. Board Policy 2510 underlines that this is part of faculty purview as is our faculty contract. Our flex obligation is 24 hours; that is 4, 6 hour days. 9 of those hours are committed to our mandatory Professional Development Days. The balance is 15, for which faculty have the discretion to select the activities that they want to fulfill those remaining hours. On Pages 60-61 in your packet, Administrative Procedure 7160, related to Professional Development. This indicates that Professional Development Planning is made with input from the collegial consultation groups, which of course include the AS. The AS will be consulted in the planning of faculty professional development activities. It would be useful to highlight or reference the resources that we use to guide faculty and Professional Development Department on what constitutes eligible on pages 63-64. The categories are set by the Chancellors Office. The specific activities within each of those categories is something that goes through the consultation process. I noticed this has been updated recently this year, on February 2. Stacey, did this go through the Faculty Development Committee? S. Allen: Not for the February 2nd changes. P. Marcoux: I'm the one who asked Kristie if we could talk about this. I hear a lot of grumbling in my division about faculty being turned down for flex credit. I wanted to know what to process was. I was hopeful that the director or coordinator of Professional Development would have been here today. KDD: She had a conflict, she wasn't able to join us today. I do want to get to the questions or concerns. You have another resource in your packet has frequently asked questions related to flex. Sorry to put you on the spot Stacey, I noticed this was also updated this year. Did this go through the Faculty Dev Committee? S. Allen: No. KDD: These are all on the Professional Development website. I am going to invite Jean to come up and facilitate a discussion about concerns and questions that have come up with a focus on being candid and maintaining professionalism. I want to get a comprehensive description of what people's suggestions are. Please focus on the content rather than speakers. First, we want to hear about some questions and concerns and understand. Then our purpose is really, how can we make this work more effectively with the Professional Development Department and Faculty? Some of the comments/discussion noted by faculty: Faculty log into flex and put in the conference they attended, I earned this many units. It never goes through until someone responds saying they can't give me flex credit because we need a certificate. Why can't we attach that document? Dr. Shankweiler: A conference wouldn't have a certificate. Faculty: What about a Continuing Education Program? I end up getting flex credit because I eventually find the email where someone clues me in and says, "Don't forget, you still need your certificate." There needs to be a place to attach documents, certificates, or registration forms that are required. Why can't we email it to them? Why can't we attach certificates when we are trying to get flex credit? It would be easier for us and well as the Professional Development Department if we could attach a document. Dr. Shankweiler: That could be a limitation of the program itself. Faculty: The program isn't user friendly. Sometimes there isn't paperwork to submit, everything is online. KDD: Maybe we need to be clearer about what the steps are or ways to make it easier. Faculty: Related to that, maybe we should be able to attach the brochure or the web page you need for a conference request. Many times now, there are no brochures, everything is done online. I haven't experienced this personally, I have heard that faculty members went to a conference, the PD Dept. requested that they submit a certificate of completion, even though most conferences don't offer a certificate of completion. If you pay for a conference, there is some sort of evidence you can show for proof. There seems to be some disjuncture about what the PD is asking for in terms of documentation and what actually is offered. I have heard it has also been requested for conferences too. There needs to be evidence to turn in. I spoke with my Dean, because I knew this topic was coming up, to find out issues she had run into. There were faculty members who had attended many hours of Webinars and they were disapproved by Prof Dev, even though the Dean had verified that she thought it should be approved. So one faculty member at the last minute had to scramble

around to find 15 more hours of something or other to fill in. This was a worst-case scenario. It seemed representative of the feeling that the Deans are not being given the respect due to their judgement, rather than a staff person is making pedagogical, academic decisions. Suggestions were that the Faculty Development Committee should be able to give the approval or make the decision, rather than a single person from Staff Dev. KDD: Given that this is faculty purview, this makes sense. Faculty: More respect should be paid to the deans' prerogative. There are many things that say "Dean's approval" is needed, but apparently the deans are being shot down and told that they are wrong because something is not up to standards. It has become adversarial between the deans and the coordinator for Prof Dev. In some divisions, the dean OK'd a conference, faculty attended, then the PD Office denied their paperwork, after they had already attended. That puts the deans and the faculty members in an awkward position. It certainly should come back to the Faculty Development Committee, which is a subcommittee of the Senate, rather than an Administrator or staff member. KDD: We had a subcommittee of the FDC that worked at some of these issues where they kind of "waded through the weeds." Faculty Development needs to be making the judgement instead of the Prof Dev Office. Faculty: Is there a reason we max out at 6 hours? KDD: The Chancellors Office defines a day as 6 hours so that's why the max hours per day is 6. There is a document from the Chancellors Office, it is on the website, and it shows how flex should be implemented. The key component is that faculty should be the ones deciding. Dr. Shankweiler: We need to remember that we have to submit evidence to the Chancellors Office at the end of the year about professional development activities. It states that we are in compliance with all the requirements of the Chancellors Office. If we were ever audited, and there was no paperwork to back it up, we would get in trouble. We have to provide as much evidence that people are participating in activities that meet requirements that we can. We need some sort of certification that shows people are participating in professional development activities. Faculty: There were suggestions about submitting the registration form as evidence for attendance. We need to streamline the submission process for the paperwork. Maybe screenshots. There were also questions about the part-timers and flex activities. There have been discussions about if this is a requirement. The issue is paying part-timers for their time as well. Can we approach this subject and is it a priority? Is this a grey area? There is something in the contract about 4 hours; not just flex. It could be meetings, SLO's, meet with students, annual planning. CVJessop: If you require part-timers to participate in flex, the school should pay them for those hours. The college hasn't required it, because they haven't wanted to pay for it. It has been an issue where the college has looked the other way. KDD: One recommendation that we may come back to, that is required by the Chancellors Office, is that faculty need to submit a plan for their professional development for the upcoming year. We want faculty to project over the course of the upcoming year and take a proactive approach. Project in the fall what they might be interested in for the year; which will put us in compliance. Faculty: In FDC, we had a question about where this individual plan idea was coming from. Is it state mandated or administration mandated? KDD: It is state mandated, and we looked at models a few years ago. But details are broad in how we fulfill them. There is a wide-range of models; some say you are going to get your pay docked; we didn't like those. Faculty: Are people not doing flex because they don't have a plan? I don't see this happening. Are we trying to stop a problem that doesn't exist? I always have more flex than I get credit for. Why would I have to fill out a plan? Dr. Shankweiler: If it's required, because we are using the flex calendar, that's one thing. A lot of people wait until the 11th hour, and try to get their hours in at the last minute. Faculty need to think about it in September. Some faculty don't do their reporting ahead of time. Faculty: Maybe faculty don't understand the concept, I think that's the minority. Maybe PD needs to do a self-study. Dr. Shankweiler: I will look it up on the Chancellors' Office website. Faculty: I think this is exacerbated by the problem of the disapproval coming so late after you have done the event. If they didn't approve it beforehand, you could alter your plans and do something else. Dr. Shankweiler: I heard that most people don't put in their requests ahead of time. Faculty: The Professional Development Reporter is not easy to use. Dr. Shankweiler: It also says that you must consult with your dean in advance of the activity date. When you have people that follow the rules, and the rules say you must, then you must. If we soften the language and say you should, then there is more wiggle room. Faculty: Are we required to have a plan every year? Can it be a longer term thing? Maybe an annual 3 year thing? Dr. Shankweiler: I would have to look at the language. KDD: When you go to the PD reporter, if you have a conference you

go to every year, you should be able to pull up that same description and just hit submit. Maybe we need that functionality with the plans. Faculty: Do you think faculty were getting denied for things that they had been approved for in the past and then they weren't? I think so. Things have been approved in a couple of places; the Dean and the Distance Ed person. Then at that point PD said it wasn't pedagogically sound. Dr. Shankweiler: I do know that some things have been declined. It could be how you word the justification. How, for an example, going to an art museum will help your teach. You may have to put a little work into it. KDD: I think it might be a training issue. PD could take a more proactive approach, and make sure there is lots and lots of training, so people can do their best to get it approved. Faculty: The issue is that faculty should have the final say with that committee. Because the contract says so, all these documents we have in here. We have this staff person, who works in Human Resources, making these decisions that are related to the classroom. Honestly, I think it is a change of culture. You have a different PD person. Our department used to attend events that PD approved, and now, for the past 2 years, it isn't approved. We aren't going about it, or submitting things any differently than we did before. It's just not now being approved. We have had to rearrange and rethink how we are proposing. We would bring programs, or ticket stubs, we would submit all that stuff, it would be approved, and now it's not. We are not doing anything different. Maybe the program (PD reporter) needs to be updated with some drop-down menus with selections. Dr. Shankweiler: We don't own the program, we bought it. We were trying to hire the person who built it to improve it. That fell through. Faculty: I have never had any of my stuff rejected, which is nice, but I am worried about the plan. It would be hard to stick to it. My best flex activities are spontaneous. Sometimes we don't know about things until right before. Will there be wiggle room? KDD: Yes, and thank you for reminding us. Faculty: If you look on page 65 of the packet, under question #3, where it lists what kind of activities are permitted under PD, it's very broad. It is a very soft description. "Activities should increase knowledge in the discipline; which should directly enhance teaching skills. Activities should improve working relationships with students and staff in and out of the classroom. Activities should enhance an individual's physical and mental ability to perform his or her job." That is a very broad description, and yet the guidelines that are being posed seem a lot tighter than the description which is coming from ECC Pro Dev Office. I think there is a lack of continuity between this very general and open-ended description of what could be approved. A lot of these things would totally fit into that description. Things are being turned down for technicalities. Faculty needs the final say. There seems to be a disconnect between the PD office and the list of what works for Prof Dev. Dr. Shankweiler: The categories are from the Chancellors Office. The bullet points underneath seem to be cut off in the effort to be concise. Faculty: It needs to go through the Senate and Faculty Development. It seems like there is a disconnect in the communication in what is expected and what we are doing. Can someone from the PD Office come here so we can have this discussion? KDD: That is our plan for the Fall. Faculty: It is concerning that these revisions didn't go through the FDC. Abbreviated descriptions for ongoing, established events (e.g., statewide plenary) should be acceptable. KDD: We do need to move on. Thank you everyone for your input and feedback. We really appreciate it.

SSSP/SE/BSI Integrated Plan Timeline (pgs. 67-69)

Scott Kushigemashi directed senators to information in the packet about student success initiatives. We wanted to give you a heads up. We are required to submit an integrated plan. A two-year plan. This will come to the Senate in October. We need to develop goals we are looking at to anchor that plan. It should overlap with 2 of the plans.

Resolution of Appreciation for Allison Carr, Curriculum Chair – Janet Young

Janet Young presented the Resolution for Allison Carr, Curriculum Chair, 2015-17

- Whereas, Allison Carr has skillfully served on the Division Curriculum Committee, the College Curriculum Committee (CCC) and has served as the Chair of the College Curriculum Committee; and
- Whereas, Allison has carried out the herculean task of leading us through the Spring 2017 semester without a formal Curriculum Advisor or Administrative Assistant while demonstrating skill and grace; and

- Whereas, Allison has become the self-taught campus expert in CurricUNET and has managed to effectively move curriculum through the confusing labyrinth of the approval process; and
- Whereas, despite the fact that Allison is a highly educated and sophisticated professor of English, she can still relate to common folks and has been known to quote such classics as Animal House and Spiderman in College Curriculum Committee meetings;
- Whereas, Allison has made herself available to faculty and often met with colleagues in their offices to help them with the curriculum development and review process; and
- Whereas, Allison skillfully reviewed proposals, and in doing so, accepted the things she could not change (and made sure they were presented to the CCC for review), had the courage to authorize minor changes (e.g., typographical errors), and had the wisdom to know the difference;
- Resolved, that the Academic Senate acknowledges and thanks Allison Carr for her hard work, commitment to excellence in the curriculum process, and dedication to students, faculty, staff, and deans during her tenure as CCC Chair.

Allison Carr: Wow, thank you so much, I am totally shocked. It has been a privilege to serve. I have enjoyed getting to know even more people on campus. Thank you!

Resolution of Appreciation for Jeanie Nishime - Kristie Daniel DiGregorio

- Vice President, Student and Community Advancement, 2007-2017
- Whereas, Dr. Jeanie Nishime has faithfully fulfilled the college's mission by making a positive difference in the lives of students, faculty, colleagues and members of the community as she has overseen a varied and complex portfolio of programs and services, consistently stepping in with leadership and attention to detail when the college most needed it; and
- Whereas, Dr. Nishime has been an unwavering advocate for student success and learning, infusing her practice with a commitment to offering excellent, comprehensive educational programs and services; and
- Whereas, Dr. Nishime's steady, collaborative leadership for *Making Decisions at El Camino College* has fostered a renewed commitment to consultation, trust and mutual respect on our campus; and
- Whereas, Dr. Nishime's oversight of Student Success Act initiatives such as the Student Success and Support Program, Student Equity, and the Basic Skills Initiative has led to innovation at our college and positive change for our students; and
- Whereas, Dr. Nishime has broken all the rules for the construction of silos and territoriality by consistently reaching across the aisle to collaborate with faculty and fellow administrators in academic affairs; and
- Whereas, Dr. Nishime is a published author and has been extensively involved in professional organizations, receiving, in honor of her involvement, the ACCCA (Association of California Community College Administrators) Volunteer of the Year Award in 2009.
- Whereas, Dr. Nishime has contributed to the College community's calorie intake as a baker of wonderful treats, has supported employee bonding and skill-building through participation in the campus Wool Gatherers stitching group, and displays such an impressive variety of creative talents that she could dedicate her retirement to competing with Martha Stewart, Inc.; be it therefore
- Resolved that the Academic Senate expresses deep appreciation for Dr. Jeanie Nishime's ten years of service to the students, staff, and faculty of El Camino College and wishes her a fulfilling, satisfying retirement with just the right balance of adventure, learning, and personal renewal.

KDD: I think we tracked down one of the last remaining bells in the state of California. The man who makes these is no longer making them. She is "bell worthy!" Dr. Nishime: I got to know many of you through the years. I am definitely looking forward to retirement. I do have many interests. I will enjoy some creative arts in the future. Thank you so much. KDD: Have a great summer and see you in the fall!

G. INFORMATION ITEMS –DISCUSSION

H. FUTURE AGENDA ITEMS

Ed Policies: BP4115/AP4222 Remedial Coursework
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
Program Viability Task Force: Horticulture

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:52 pm

TG/ECC Spring 2017

FINAL BUDGET

2017-2018

El Camino Community
College District

Office of the Superintendent/President
September 5, 2017

FINAL
SUMMARY
2017-

FUND	General Unrestricted (11)	General Restricted (12)	Compton College Related Activities (14)	Special Programs Compton Center Partnership (15)	STRS/PERS Future Liabilities (16)	Student Financial Aid (74)
Beginning Balance	36,522,862	3,170,421	263,352	1,654,898	0	0
<u>Revenue</u>						
Federal	105,000	3,097,216	0	0	0	45,834,767
State	76,927,578	25,330,332	0	0	0	4,285,000
Local	47,376,894	3,894,113	0	0	149,552	0
Interfund Transfers	0	850,000	1,163,564	3,649,851	14,955,242	0
Total Revenue	<u>124,409,472</u>	<u>33,171,661</u>	<u>1,163,564</u>	<u>3,649,851</u>	<u>15,104,794</u>	<u>50,119,767</u>
Total Available	<u>160,932,334</u>	<u>36,342,082</u>	<u>1,426,916</u>	<u>5,304,749</u>	<u>15,104,794</u>	<u>50,119,767</u>
<u>Appropriations</u>						
Academic Salaries	54,503,914	3,923,696	460,854	37,000	0	0
Classified Salaries	28,737,471	10,426,759	147,958	121,000	0	0
Staff Benefits	25,166,293	3,769,403	169,907	52,000	0	0
Supplies/Books	1,946,550	1,878,744	0	0	0	0
Other Operating Expenses	12,076,956	9,341,228	398,197	4,819,749	0	0
Capital Outlay	485,200	3,358,724	0	275,000	0	0
Other Outgo	19,118,657	473,107	250,000	0	0	50,119,767
Total Appropriations	<u>142,035,041</u>	<u>33,171,661</u>	<u>1,426,916</u>	<u>5,304,749</u>	<u>0</u>	<u>50,119,767</u>
Reserve for Contingencies	18,897,293	3,170,421	0	0	15,104,794	0
Committed Reserve	0	0	0	0	0	0
Total Appropriations & Reserves	<u>160,932,334</u>	<u>36,342,082</u>	<u>1,426,916</u>	<u>5,304,749</u>	<u>15,104,794</u>	<u>50,119,767</u>

BUDGET
ALL FUNDS
2018

Capital Outlay Projects (41)	General Obligation Bond (42)	Workers Comp. (61)	Property & Liability Self-Insur. (62)	Dental Self-Insur. (63)	Post Employment Benefits Irrevocable Trust Fund (69)	Bookstore (51)	Total
10,820,229	117,214,192	1,346,891	169,595	208,257	23,436,439	610,212	195,417,348
0	0	0	0	0	0	0	49,036,983
2,100,000	0	0	0	0	0	0	108,642,910
925,705	253,600,027	2,143,088	1,103,300	1,195,600	1,400,000	5,780,000	317,568,279
275,000	0	0	0	0	0	0	20,893,657
3,300,705	253,600,027	2,143,088	1,103,300	1,195,600	1,400,000	5,780,000	496,141,829
14,120,934	370,814,219	3,489,979	1,272,895	1,403,857	24,836,439	6,390,212	691,559,177
0	0	0	0	0	0	0	58,925,464
152,088	0	65,804	0	0	0	930,000	40,581,080
50,189	0	23,185	0	0	800,000	310,000	30,340,977
1,510	0	0	0	0	0	0	3,826,804
1,011,581	46,489,968	1,805,888	1,165,112	1,215,288	0	4,345,000	82,668,967
1,307,694	319,387,207	0	12,000	0	0	0	324,825,825
0	0	0	25,000	0	0	235,000	70,221,531
2,523,062	365,877,175	1,894,877	1,202,112	1,215,288	800,000	5,820,000	611,390,648
11,597,872	4,937,044	1,595,102	60,783	188,569	24,036,439	570,212	80,158,529
0	0	0	10,000	0	0	0	10,000
14,120,934	370,814,219	3,489,979	1,272,895	1,403,857	24,836,439	6,390,212	691,559,177

Budgeting & Special Projects

Informational Items:

- The budget is mostly a carry-over from the previous academic year
- Revenues are similar to 2016-17 as would be expected as we enter stabilization (Pg 3-4)
- Expenses are consistent with the previous year's. Notable differences include (Pg 5)
 - Academic salaries increase by \$1.3 million
 - Classified salaries increase by \$1.3 million
 - Benefits increase of likely \$3 million
 - STRS \$1.1 million
 - PRS \$500 thousand
 - Medical \$600 thousand
 - SERP \$800 thousand
- The \$22 million intrafund transfer represents \$15 million being moved to an account for one-time expenses to help deal with increasing future STRS and PERS contribution costs (Pg 6, 15)
 - It is estimated \$16 million in *additional* STRS and PERS contributions will be needed by the district over the next few years. The \$15 million is being held to offset this increase, leaving ECC with an additional expected \$1 million liability to cover.
- Significant changes in the restricted fund are tied to strong workforce money and similar state programs. (Pgs 9-10)

Upcoming Discussions & Votes:

- Final budget vote for recommendation to the President on Wednesday 8/23 to meet the mandated timeline.

Planning & Budgeting Committee Resources:

Committee Webpage:

<http://www.elcamino.edu/administration/president/psc/>

Committee Meeting Agenda & Minutes:

http://www.elcamino.edu/administration/president/psc/psc_agenda%20minutes.asp

Highlights from the 2017 ASCCC Faculty Leadership Institute (June 15-17)

Note: To view each presentation, please click on the title and then open the file at the bottom of each page.

[Senate Resources at Your Finger Tips: Using the local Senates Handbook and Navigating the ASCCC Website](#)

This was a great presentation on resources!

- The above link takes you to the presentation outline which covers many of the ASCCC resources, and includes scenarios for how those resources can be utilized. Some of the topics/links include the state budget, legislation and advocacy, curriculum, multiple measures, minimum qualifications and equivalencies, and local and statewide senate and governance.
- Here is a link to the “[Local Senates Handbook](#),” and here is a [PDF version](#). This is an amazing tool because it has web links to all the resources listed in the Handbook.
- Here is a link to ASCCC [Service at the State Level](#). The “Committee by Topic” document gives a good overview of each committee and the time commitment (does need to be updated but still gives a good general overview).

[Collegiality in Action Part 1](#)

1) Community College Reform Act - AB 1725 (1988):

- What was the intent of AB 1725?
 - Enhance community college image
 - Increase support for more money
 - Move from K-12 to higher education
 - Develop more unified system
 - Institutional renewal
- What did AB 1725 do?
 - Funding system changed
 - Mission priorities set
 - Established faculty qualifications, tenure periods, evaluation processes
 - Funding for professional development
 - Diversity goals set
 - Delineated governance and decision-making
 - Set goal of 75% full-time faculty. *Note: Percentage of California Community Colleges (CCC) full-time to part-time faculty: CCC goal to have 75% of teaching faculty employed fulltime. Currently the number of full-time teaching faculty is approximately 56%.*

2) Title 5 of the Administrative code of California

- Title 5 - <http://www.ccccurriculum.net/compliance-2/title-5/>
- Guidelines for implementation of Section 53200-53204 of title 5 of the Administrative code of California - [The role of academic senates in the California community colleges](#)

[Collegiality in Action Part 2](#)

1) Goal: Create and hold space for constructive dialogue and critical conversations that are characterized by collegiality and respect.

2) Uncomfortable conversation need to happen! How do we do this? Norms: *Listen actively and with empathy; share what you can; be truthful; be kind; be respectful and collegial; presume good intent; ask for and give help; ask for and give forgiveness; give and receive grace (We are all imperfect and that's okay).*

Follow-up to Collegiality in Action

This presentation was more of an open dialogue about interacting with colleagues (faculty, staff, and administrators), and solving “turf” disputes. One interesting topic that arose from this conversation was the different strategies that colleges utilize for running their professional development (PD) departments. For example, one school had PD broken into two different departments- one run by staff (for staff), and one run by faculty (for faculty). Another school utilized a “Professional Development Committee,” which governed the PD activities and included both staff and faculty.

Build Your Lingo with Acronym Bingo

Need I say more! Link to above page for downloadable acronyms galore file.

The Community College Budget

1) The Budget Process: Inputs (Budget Development Workgroup, Consultation Council, Board of Governors)>Governor>Legislative>[Final Budget](#)

2) [2017-18 Budget Overview](#)

On-going

- \$183.6m base increase
- 1% growth
- 1.56% COLA
- \$10m for OEI LMS
- \$25m for Completion Grants (\$2,000/year)
- \$20m for Full-time Student Success Grants (\$1,000/year)
- \$5m VRCs
- \$2.5m Umoja

One-time

- \$150m for Guided Pathways
- \$20m for Innovation Awards
- \$8m for economic development grants
- \$7m for VRCs
- \$4.5m for mental health services
- \$2.5m for Title IX training
- \$2.5m for Hunger-Free grants
- \$1m for ASCCC for C-ID
- \$76.9m for deferred maintenance and instructional equipment

Future Budgets

- Modest increases in Prop 98
- Continued focus on student success
 - Guided Pathways
 - Funding for outcomes
- Continued discretion

Note: “Guided Pathways” and the “Innovation Grants” were repeatedly mentioned as potentially having a big impact on faculty. They were also mentioned in terms of how faculty participation in these areas could have an impact on their college.

Policies, Processes, and Practices, Oh My!

Presenters discussed “how well-written, faculty-driven policy and procedure ‘fences’ can help you and your senate assert its authority and collaborate effectively with other constituencies.” In addition, presenters discussed “processes and strategies for writing policies and procedures, what policies are legally mandated and recommended, and areas where your senate should be especially involved in creating strong policy to support student success and the faculty role in decision-making.”

Note: This presentation could be interesting for the Academic Senate leadership in particular. The link includes the PPT, which is comprehensive and self-explanatory.

ASCCC Norbert Bischof Faculty Freedom Fighter Award: Recipient former San Francisco City College Academic Senate President Lillian Marrujo-Duck

Former San Francisco City College Academic Senate President Lillian Marrujo-Duck was the AS president who navigated SFCC through the 2013-2017 accreditation dispute. I just wanted to mention that during her acceptance speech, she recognized Compton Community College and had everyone in the room give Compton a big hand for their recent accreditation victories!

Research, Data, and Decision-making: What Every Senate Leader Should Know

In this general session, the expert panel provided “information all senate leaders should know to engage their colleagues in effective discussions on data-driven decision-making. Data is being used in most, if not all, decisions that affect our colleges at both the local and state level. Senate leaders need to have a clear understanding of how data is used in decision-making at their local colleges as well as how it is used at the state level for programs, initiatives, accountability and goal setting.”

Note: Below are some interesting California Community Colleges Chancellor's Office (CCCCO) research and data tool links that could be useful to faculty, staff, and administrators.

- List of CCCCCO Data Tools and Sources:
<http://doingwhatmatters.cccco.edu/portals/6/docs/Chancellor's%20Office%20Data%20Tools%20and%20Sources.pdf>
- Understanding CCCCCO Data Dashboards:
<http://doingwhatmatters.cccco.edu/portals/6/docs/Understanding%20CCCCO%20Data%20Dashboards.pdf>
- Which Data Tool Should I Use?:
<http://doingwhatmatters.cccco.edu/portals/6/docs/Which%20Data%20Tool%20Should%20I%20Use%20.pdf>
- What Types of Career and Technical Education (CTE) Data are Available?:
<http://doingwhatmatters.cccco.edu/portals/6/docs/What%20Types%20of%20CTE%20Data%20Are%20Available%20infographic.pdf>

Area Meetings: Building a Community

Next Area C meeting is at Moorpark College on October 14th, 2017.

Mock Plenary Session

Very interesting mock plenary and voting session. Attendees were encouraged to participate in debating resolutions under consideration. Here is a link to the [ASCCC Resolutions Handbook](#).

2017 ASCCC Leadership Institute: Link to all Presentations

Distance Education Updates

Welcome to Fall 2017!

ECC DE Sections

Fall 2017

Total DE Sections: 182
 Canvas sections: 127
 Etudes sections: 55

Total web-supported face-to-face sections: 378
 Canvas sections: 258
 Etudes sections: 120

Fall 2017 is a time of change and an opportunity for innovation in our distance education program and courses.

We said a fond farewell to Howard Story in the spring. He guided our DE program through its earliest formative years and built it into the strong, high quality program we have today. As the interim distance education coordinator, I

hope to continue this tradition of excellence in online instruction, while overseeing the final transition to Canvas and planning for the expansion of our online offerings.

This year, I look forward to working closely with the Distance Education Advisory Committee (DEAC) on updating our policies and procedures and planning for the future by finalizing our DE Plan and program review.

DEAC is now a subcommittee of the Academic Senate, which will provide advice and oversight in distance education.

If you have a question or a good idea you would like to share, please contact me.

Chris Gold

cgold@elcamino.edu

The Migration to Canvas

The DE Team

Chris Gold
 Interim DE Coordinator
 X6712
cgold@elcamino.edu

Gema Perez
 Instructional Media
 Coordinator, x6453
gperez@elcamino.edu

Elana Azose
 Trainer/Instructional
 Technology Specialist in
 Professional Development
 X6452
eazose@elcamino.edu

The college is in the midst of migrating from Etudes to Canvas. Our instructors have jumped on board and most have migrated their classes over to Canvas. Our Canvas trainings offered through the Professional Development Office fill quickly and often have waiting lists.

Almost 70% of our online sections are now being taught on Canvas. Spring 2018 is the last semester that Etudes will be

available. By summer 2018, all sections will be using Canvas. If you are still using Etudes, please plan to begin training and migrating soon.

Thanks for your patience!

Currently, our campus has not yet received the tool it needs to be able to link Colleague with Canvas. This means that the students in your class are not automatically

added into your Canvas site. One DE staff person must manually add all the students into all the Canvas sections (and later process drops). As you can imagine, this is a labor intensive process, so we appreciate your patience at this very busy time of year.

Spring 2016 DE Student Survey Highlights

36% of surveyed students state that the online course workload is *heavier* than in face-to-face classes.

77% of surveyed students believe that they are learning as well in their online course as in a face-to-face course.

The majority of students who take DE courses are not taking advantage of the online services offered.

84% of respondents expressed some interest in working completely online to receive a degree.

DE Student Survey 2016:
<https://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

Do you need some help with your Canvas site?

First



Second



Third

Consult these online resources:

- Canvas Instructor Guides
<https://community.canvaslms.com/docs/DOC-10460>
- Canvas Tutorial Videos
https://community.canvaslms.com/docs/DOC-3891#jive_content_id_Instructors

If it is after 4:30 pm or during the weekend:

- Call Canvas Technical Support at 1(844)592-2208.

If it is M-F 8:00am-4:30pm, contact:

- Gema Perez x6453,
gperez@elcamino.edu
- Elana Azose x6452
eazose@elcamino.edu

Do you want some Canvas training?

Visit the Professional Development webpage to see the training schedule and to sign up for flex-eligible Canvas trainings.

<http://www.elcamino.edu/administration/staffdev/index.asp>

Training Options

Getting Started:

- Introduction to Canvas
- Online Teaching Certification

Learning Some More:

- Quizzes, Parts I & II
- Modules, Parts I & II
- Universal Design & 508
- Captioning
- Design Principles
- Making Introduction Videos
- Screencast-o-Matic
- Canvas Open Lab

Training Requirements

If you have never taught online before, you need to take the Introduction to Canvas and the Online Teaching Certification trainings. If you have taught online at ECC, but not on Canvas, you only need to complete the Introduction to Canvas training.

Please contact Chris Gold with any questions.

Do you want to experiment with a new tool?

Here are two things to try out. Let Chris Gold (x6712) know what you think about these.

Canvas Teachers App

This new teacher's app for your smart phone has new functionality that is just for teachers.

<https://itunes.apple.com/us/app/canvas-teacher/id1257834464?mt=8>

Turnitin Integration with Canvas

Our DE instructors have been talking about this. For our brave pioneers, try it out and let us know what you think.

<https://community.canvaslms.com/groups/plagiarism/blog/2015/04/18/canvas-and-turnitin>
https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Canvas/Canvas_LTI_Instructor/01_Creating_a_Turnitin_LTI_Assignment_in_Canvas

https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Canvas/Canvas_LTI_Instructor/01_Creating_a_Turnitin_LTI_Assignment_in_Canvas

https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Canvas/Canvas_LTI_Instructor/Video%3A_Creating_a_Turnitin_LTI_Assignment_in_Canvas

Accreditation and the Process Forward

An Internal Transition Planning Document

Overview

From the inception of the partnership, both the El Camino Community College District and the Compton Community College District (CCCD) have been fully committed to obtaining independent accreditation for El Camino College Compton Educational Center. On June 7, 2017, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced that the ECC Compton Center had [achieved initial accreditation](#).

When the partnership began, a primary objective was to provide quality educational programs and services for student success. By initiating new student programs and expanding current offerings, student success has become a focus throughout Compton College. Academic programs initiated or expanded during the last eleven years include: Supplemental Instruction, First Year Experience, student-led tutoring, a nursing simulation lab, honors transfer classes, guaranteed transfer partnerships, Upward Bound Math/Science, Brother & Sisters mentoring program, Formerly Incarcerated Student Transition program (FIST), a debate team, the Alpha Gamma Sigma Honor and Scholarship Society, and the Historically Black College and University transfer program.

Additionally, student success is evident through the increase in the number of El Camino College Compton Center students earning degrees. Other achievements include the annual Academic Awards Tea, which recognizes honors transfer students, Presidential Scholars and scholarship recipients. Through financial aid assistance and an ongoing awareness campaign, El Camino College through Compton College continues to provide financial support for students. Scholarships to students totaling more than \$31,500 were awarded to 39 students in 2017-18.

Compton College has initiated a variety of new academic offerings, as well as enhancing existing Career & Technical Education programs, including cosmetology, robotics, Heating, Ventilation and Air Conditioning (HVAC), aerospace fastener manufacturing, and career advancement and fire academies.

In fall 2015, a new Early College High School was established in partnership with the Compton Unified School District. In addition, partnerships establishing pathways with the Compton and Lynwood unified school districts, Compton College and CSU Dominguez Hills have been implemented.

Work on Measure CC and state capital outlay funded facilities projects continues with many campus improvements including a new central plant, upgraded main north/south road and parking lots, a renovated football stadium, campus theater, and new cosmetology facility. Two significant milestones in facilities improvements include the 2016 grand opening of the 20,000-square-foot Allied Health Building and the 2014 grand opening of the 45,000-square-foot Library-Student Success Center. In 2014, voters approved Measure C, a \$100 million dollar facilities bond for Compton College.

Completed Activities

Since beginning the process to apply for Accreditation Eligibility, the following activities/events have been completed:

Spring/Summer 2012

1. Continued coordination of the assessment of Student Learning Outcomes (SLO) statements in the Student Services and Academic Affairs areas. Compiled documentation showing revisions to courses and programs that improve student learning and are based on SLO assessments.
2. Documented evidence showing strong links between the budgeting and planning processes.
3. Implemented fiscally sound policies and procedures in the Business Office.
4. Resolved all CCCD prior year audit findings.
5. Reconstituted the Fiscal Integrity Accreditation subcommittee.
6. Continued transferring the functions performed by ECC on behalf of the Compton Center to CCCD offices and personnel.

7. Hosted a collegial consultative Planning Summit.
8. Produced and distributed widely, an update to the “Process to Accreditation” document.

Fall 2012/Spring 2013

1. Published and distributed eligibility information to internal and external audiences.
2. Hosted open forum to discuss status of readiness to submit eligibility application.

Fall 2013

1. Reviewed Accreditation Steering Committee checklists regarding accreditation eligibility readiness.
2. Posted third draft of narrative document that describes the Compton Center’s status in meeting the 21 eligibility criteria on the Portal and reviewed document with the El Camino College Cabinet, Senior Management and other constituencies.
3. Hosted a collegial consultative Accreditation Summit on September 26, 2013.
4. Held open forum on December 5, 2013 to discuss the third draft of the narrative document.
5. Published information on El Camino College and ECC Compton Center websites.
6. Hosted community workshops in concert with CCCD Special Trustee Advisory Committee.

Spring 2014

1. Reviewed the CCCD 2012-2013 fiscal year audit to determine if the CCCD meets the ACCJC fiscal eligibility requirements.
2. Presented a copy of the third draft of the Eligibility Application to the ECCCD and CCCD Board of Trustees for review and comment.

Fall 2014/Spring 2015

1. Completed writing Eligibility Application.
2. ECC Compton Center Accreditation Liaison Officer initiated contact with the chair of the Accrediting Eligibility Committee to review the final draft.
3. El Camino College submitted the Eligibility Application to the Accrediting Commission Eligibility Committee on January 25, 2015.
4. The Commission’s Eligibility, Candidacy, and Initial Accreditation Committee reviewed the final Eligibility Application and supporting documentation.
5. The President/CEO of the Accrediting Commission informed ECC Superintendent/President on March 18, 2015, that the Eligibility Proposal for the ECC Compton Center was approved.
6. Produced and distributed widely, an update to the “Process to Accreditation” document.

Summer 2015

1. ECC Superintendent/President and CCCD Special Trustee met with the ACCJC to discuss the timelines for submitting the ECC Compton Center Self-Evaluation Report and application for Accreditation Candidacy, as well as the subsequent visit by the ACCJC evaluation team.

Fall 2015

1. ECC Compton Center began preparing to apply for the Accreditation Candidacy, which includes a self-evaluation report.
2. ECC Compton Center’s Accreditation Self-Evaluation Steering Committee established standards committees that align with the ACCJC 2014 Accreditation Standards and requested volunteers from faculty/staff to participate on the standards committees.
3. At ECC Compton Center’s faculty/staff Professional Development Day on August 21, 2015, ACCJC President/CEO presented the keynote address to explain the new Accreditation Standards adopted by the ACCJC in June 2014. ECC and the ECC Compton Center began working on the initial Self-Evaluation Report for candidacy.
4. Trainings for Accreditation Standards committee members on how to write to the Accreditation Standards.
5. Standards committees review and discuss sub-standards and begin gathering evidence to support the narrative.
6. Accreditation training from the ACCJC to Accreditation Standard committees.
7. Complete findings and evidence for the standards.

Spring 2016

1. Completed descriptive narratives for all parts of each accreditation standard.

2. Completed self-evaluation for each accreditation standard and identified Actionable Improvement Plans.
3. Standards committees reviewed first draft of Self-Evaluation Report for accuracy, and provided edits.
4. Editors completed second draft of Self-Evaluation Report.
5. Draft of the Self-Evaluation Report posted on ECC Compton Center and El Camino College websites.
6. Held two accreditation forums: May 5, 2016 at ECC and May 10, 2016 at ECC Compton Center.
7. ECC Superintendent/President, CCCD Special Trustee, and Provost/CEO held meetings with California Community Colleges Chancellor and Chancellor's Office staff; ACCJC President/CEO and staff; and local assembly and senate representatives regarding the ECC Compton Center and the Self-Evaluation Report.

Summer/Fall 2016

1. Completed the consultation process for Self-Evaluation Report.
2. Performed final editing of the Self-Evaluation Report.
3. Revised ECCCD and CCCD Partnership Agreement.
4. ECC Superintendent/President, CCCD Special Trustee, and Provost/CEO met with California Community College Chancellor and staff regarding the ECC Compton Center and the Self-Evaluation Report.
5. Presented copy of the Self-Evaluation Report to ECCCD Board for review and comment.

Spring 2017

1. January 6, 2017, submitted the ECC Compton Center Self-Evaluation Report to the ACCJC, along with the letter of application for Accreditation Candidacy.
2. ACCJC's external evaluation team visited ECC Compton Center March 6-9, 2017.
3. June 7, 2017, received notification from ACCJC that Compton College achieved candidacy and initial accreditation.

Projected Timeline Going Forward to "Change in Control of Institution"

Fall 2017

1. Host community forums as it relates to the Compton College accreditation status and the process going forward, at Compton College.
2. Prepare and submit Quality Focus Essay to ACCJC for review and approval by November 30, 2017.

Spring 2018

1. ACCJC reviews Compton College Quality Focus Essay.
2. Prepare draft of Substantive Change Proposal – "Change in Control of Compton College" from El Camino Community College District to Compton Community College District.
3. Editors complete review of Substantive Change Proposal – Change in Control.
4. Post draft of the Substantive Change Proposal – Change in Control on the Compton College and ECC websites.
5. Hold two Substantive Change Proposal – Change in Control -- forums at ECC and at Compton College.

Summer 2018

1. Finalize Substantive Change Proposal – Change in Control document.
2. Present copy of the Substantive Change Proposal – Change in Control document to ECCCD and CCCD Board of Trustees for their review and comment - July 2018.
3. Submit Substantive Change Proposal – Change in Control document to ACCJC by August 1, 2018.

Fall 2018/Spring 2019

1. ACCJC Substantive Change Committee reviews the Substantive Change Proposal – Change in Control document.
2. As part of the substantive change process ACCJC requires a visit within six months of the change to verify that CCCD has the human, physical, technology, and financial resources reported in the Substantive Change Proposal– Change in Control document.
3. Receive notification from ACCJC regarding Substantive Change Proposal – Change in Control.

Summer 2019

1. Compton College offers summer term under the authority of CCCD.
2. Partnership between ECCCD and CCCD is concluded.

Faculty Development Committee Meeting
Minutes for Tuesday, June 6, 2017
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 (Present)	(AB)	Counseling
Ross Durand (Excused)	(RD)	Industry & Technology
Briita Halonen (Present)	(BH)	Humanities
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Present)	(SO)	Humanities
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Excused)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Carolee Vakil-Jessop(Excused)	(CVJ)	Federation
Andree Valdry (Present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Spring 2017 Meetings: February 14, February 28, March 14 & 28, April 25, May 9 & 23, June 6.

AGENDA

1. Faculty Book Club (FBC)

The last meeting of the semester took place on 6.2.17. (SO) reported that members of the FBC enjoyed reading *For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin and found it both practical and enlightening. Idania Reyes Director of the Student Equity Program, provided funding for the books and plans to develop learning teams over the summer comprised of faculty who participated in the FBC.

2. FDC Meetings 2017/2018:

(SA) announced the 2017-18 FDC meeting dates.

Fall: September 12 & 26, October 10 & 24, November 14 & 28, December 12

Spring: February 27, March 13 & 27, April 24, May 8 & 22

3. Informed and Inspired: Lunchtime Faculty Development Series 2017/2018:

(SA) announced the 2017-18 Informed and Inspired dates.

Fall: September 7 & 21, October 5 & 19, November 2 & 16

Spring: March 1 & 15, April 5 & 19, May 3 & 17

The committee discussed possible topics for next year. (BH) suggested a series devoted to understanding Muslim holidays and traditions. The committee also discussed the importance of

having a series focused on our veteran student population, with November being the ideal month as it will coincide with other Veteran's Day activities on campus. (AB) volunteered to work with Juan Garcia to gather information. (SA) volunteered to collaborate with (AB) on developing the November series. (CS) mentioned that more attention is being paid to our homeless students and (MS) inquired about the food pantry that was being developed on campus. (AB) reported that there had been some issues that needed to be worked out and with the hiring of a new full-time counselor with experience in this area, the food pantry should materialize soon. (AV) reported that Compton already has a food pantry and that Dr. Curry was very helpful in developing this project.

(SK) and (SO) volunteered to coordinate the September series, A Day in the Life of an ECC Student, to include a panel of students on September 7th and a roundtable discussion on September 21st.

4. Fall Professional Development Day – Thursday, August 24, 2017

(SA) provided an update on PD Day planning. The theme this year will be Celebrating our Success and Looking to Future. (SA) will work with the Student Development Office to recruit students to present during the general session. She announced that an email had been sent to the listservs calling for submissions to highlight successful student programs and services. Some members of the committee expressed concern that the call for submissions may be confused with the call for proposals to present during the PD Day breakout sessions. It was recommended that the email be resent to specific people who are involved with successful programs.

Meeting adjourned at 1:50 pm

SA/8.30.17



June 2017



Important Dates

- **Spring assessments due - September 15, 2017**
- **Fall "Entering Reports" workshops**
Wednesday, September 6, 2017 @ 3-4 PM
Thursday, September 7, 2017 @ 1-2 PM

ILO Assessment

The Critical Thinking ILO assessment took place during Spring 2016. Faculty used a common rubric to rate their students' critical thinking skills. In all, 68.8% of 1,422 students passed the assessment. Recommendations for follow-up actions include: compiling a list of ways that instructors assess critical thinking; expanding the rubric; considering a pre-post assessment strategy; and working with the Student Equity Program (SEP) to ensure improvement for populations that scored lower than average in this assessment (students with disabilities and African-American students). Data collection is underway for the next ILO assessment: Community and Personal Development. The ALC is using a three-pronged approach: utilization data from student service programs; a student survey; and results of national surveys including CCSSE and SENSE. The data will be discussed in a break-out section on Fall PD Day!

Success Stories

The **Cosmetology program** has used the Student Equity Re-envisioned pilot program to restructure curriculum to significantly increase the passing rate of African-American and Latino students in the program. Full-time and adjunct faculty members collaborated and developed SLOs and PLOs to improve our student test scores through improved teaching strategies. The department has made recommendations for new laptop computers to supplement and improve students' computer-testing skills. The I & T division was one of several that completed 100% of their assessments before the deadline. Outstanding!



Maintaining Sustainability

ECC faculty should be commended on a great job of completing SLO/PLO assessments in a timely manner with high quality! The SLO facilitators have done a fantastic job assisting faculty in reaching over 95% completion for SLO assessments and 75% in PLO assessments. **Thank You** to all of the facilitators for a job well done !

I & T — Bruce Tran, Merriel Winfree
MATH — Susanne Bucher
HSA — Corey Stanbury
BSS — Eduardo Muñoz
NATS — Jim Noyes
HUM — Kevin Degnan, Rhea Lewitzki
BUS — John Mufich, Ana Milosevic
FA — Vince Palacios, Fariba Sadeghi-Tabrizi

Compton SLO Update

The Compton Education Center (CEC) boasts two outstanding faculty who have made worthy contributions to the SLO process. With the assistance of **Professor Shannon Williams**, the Physical Education program (which consists of predominantly adjunct faculty) achieved a 100% completion rate in their SLO assessments for the past year. He has consistently assisted, reminded, and encouraged all adjunct faculty to enter their SLO assessments into TracDat. Thank you Professor Williams for your continued support. In the Physics program, thanks to **Dr. Kent Schwitkis** for making his SLO assessment meaningful and measurable in the General Physics class. As a result of his actions, the department was able to purchase more Vernier calipers. The purchase of more quality sets of Vernier calipers allows students to better interpret and analyze collected data with better error analysis. Kudos to Dr. Schwitkis!



Common omissions in SLO/PLO assessment reports

- Results page is unpopulated (i.e., data provided as attachment or entered elsewhere)
- Action items are not identified
- Action dates are missing
- Follow-up is not completed/entered

Dates to Remember

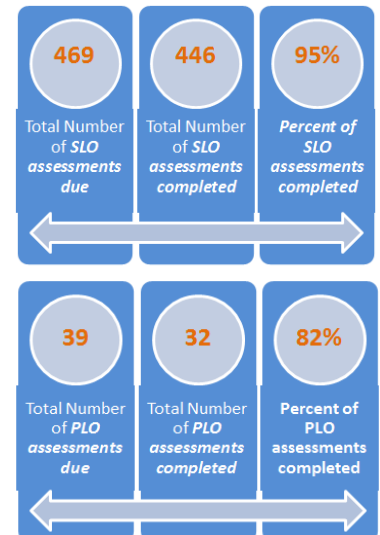
- Spring 2017 assessments due **September 15, 2017**
 - Fall "Entering Reports" workshops*
 - Wednesday, Sept. 6, 2017 @ 3-4 PM
 - Thursday, Sept. 7, 2017 @ 1-2 PM
- *ECC Library West Basement

Tips for submitting timely and complete SLO/PLO assessments

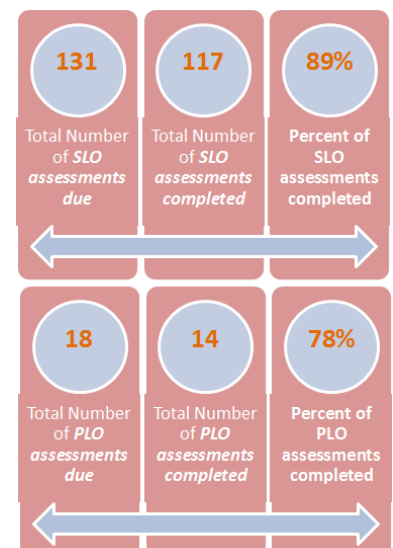
- ✓ **Start planning early for PLO assessments** to permit sufficient time to develop any surveys or to complete related course-level assessments
- ✓ Consider program-level **collaboration among instructors** of the same course to identify "**signature assessments**" to facilitate trend analysis
- ✓ **Be thoughtful when identifying action items** for SLO/PLO assessments for which the performance standard **has been met** (e.g., expand scope of current outcome statement; review/revise the instructional materials designed to facilitate student achievement)
- ✓ Collaborate with program colleagues to **implement specific SLO/PLO action items** and to **ensure follow-up** in subsequent terms accordingly

Fall 2016 SLO/PLO Assessment Completion Rates

El Camino College



Compton College





SLO FACULTY COORDINATORS

SLO Coordinators are faculty who are responsible for assessment training, oversight on institutional assessments, and maintenance of assessment-tracking software. As they oversee all aspects of academic and student services assessment, they compile data and disseminate information to the campus and community. They may also make recommendations to the Academic Program Review Committee and Academic Senate to influence campus-wide policy and planning.

Torrance Campus:

[Russell Serr](#), 310-660-3593, x3811

[Jenny Simon](#), 310-660-3593, x5187

Compton College:

[Hoa Pham](#), 310-900-1600, x2343

DIVISION SLO FACILITATORS

Torrance Campus

Behavioral and Social Sciences: [Eduardo Muñoz](#) (x3740)

Business: [John Mufich](#) (x3207) and [Ana Milosevic](#) (x3784)

Fine Arts: [Vince Palacios](#) (x3535) and [Fariba Sadeghi-Tabrizi](#)

Health Sciences and Athletics: [Corey Stanbury](#) (x3639)

Humanities: [Kevin Degnan](#) (x3335) and [Rhea Lewitzki](#) (x3174)

Industry & Technology: [Bruce Tran](#) (x3600) and [Merriel Winfree](#) (x3600)

Mathematical Sciences: [Susanne Bucher](#) (x3221)

Natural Sciences: [T. Jim Noyes](#) (x3356)

Compton College

Division 1: [Hoa Pham](#) (x2343)

Division 2: [Jesse Mills](#) (x2213)

[Juan Tavarez](#) (x2780)

Division 3: [Miguel Ornelas](#) (x2432)

Fall 2017 SLO Training Schedule:



*These trainings are for SLO/PLO sections of TracDat ONLY.
Program Review Trainings will be scheduled at other times.*

Entering Fall Assessments: working workshop.

Wednesday, September 6, 3:00 – 4:00PM

Thursday, September 7, 1:00-2:00PM

All Spring 2017 reports should be entered into TracDat by Friday September 15!!

More TracDat training dates to come!

All trainings will be in the Library West Basement (ECC Campus).

To register for a training log into: <http://elcamino.flexreporter.com>

Any questions or concerns, feel free to contact:

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or

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El Camino College Academic Senate 2016-2017 Goals: Progress Report

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:

- Arrange faculty representation on campus committees and periodic updates.
 - *Senate represented on hiring, collegial consultation, and campus committees.*
 - *Senate consulted on ECC Educational Master Plan, Comprehensive Master Plan, Technology Plan, Staffing Plan, Distance Education Plan, Compton Center Self-Study and Comprehensive Master Plan, Cooperative Work Experience Educational Plan, Institutional Effectiveness Partnership Initiative Framework Indicators, & Institutional Effectiveness Outcomes.*
- Recruit and elect executive and committee chairs according to Senate by-laws.
 - *Four new officers started 16-17; elections were held for four officers for 17-18.*
 - *With support of administrative leaders, reassign allocations increased by .30 for Senate officers for 2017-18.*
- Ensure divisions have required number of senators and that elections are held accordingly.
 - *Census completed summer 2016, indicating a need to increase LLR representation by one senator (fall 2016) and decrease BUS by one (fall 2017).*
 - *Nine new senators started in fall (A. Brochet, M. McMillan, N. Men, D. Crossman, Y. Kawasaki, A. Sharp, J. Selph, C. Schult-Roman, T. Moore) and 2 in spring (R. Galbavy, C. Brewer-Smith). Ten senators were elected to start fall 2017 (S. Bray, J. Casper, R. Diaz, D. Fanelli, A. Josephides, L. Kjeseth, R. Newell, D. Meek, S. Potter, O. Villareal).*
- Review and begin revising Faculty Handbook.
 - *Models reviewed and input sought from Ed Policies Committee, Faculty Development, Academic Senate, Council of Deans, new faculty, and administrative assistants; anticipated completion, fall 2017.*
- Maintain communication and effective collaboration with ECC Federation of Teachers (ECCFT).
 - *Presentations at Senate by ECCFT president (fall) and executive director (spring).*
 - *C. Gold and Ed Policies Committee assisting ECCFT in update of Appendix G.*
 - *ECCFT president is member of Ed Policies; ECCFT executive director participates in Senate, Ed Policies and Faculty Development Committees.*
 - *Presidents of Senate and Federation collaborate regularly (e.g., through College Council, BOT, on committee appointments).*
 - *Senate asked by ECCFT to consult on areas of shared responsibility during negotiation process.*

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

Measures:

- Provide an orientation at the start of the academic year.
 - *Senate Handbook updated, distributed to all senators, and posted to Senate website.*
 - *Orientation provided at first meeting, "ECC Acronyms" list developed and included in all packets.*

- *Ongoing “orientation” provide through deans’ introductions at Senate meetings and informational presentations (e.g., minimum qualifications).*
 - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees.
 - *Revised packets (including minutes of other collegial consultation committees) and meeting notes distributed to all faculty and posted on Senate website.*
 - *ECC faculty encouraged to participate in statewide awards and events such as Hayward Award and ASCCC Institutes; Educational Development recognized as an Honorable Mention Exemplary Program.*
 - *Faculty Development Committee coordinates 20 programs and co-coordinates more than 40 programs each year. Expanded faculty learning opportunities offered through new initiatives (e.g., “Fitness & Fun” and “Informed and Inspired” workshop series, “Dreamers 101” forum).*
 - *At campus-wide Professional Development Day, Senate officers are among presenters in general session and breakout workshops.*
 - *Faculty reps recruited for new campus initiatives (e.g., Process Improvement, Dreamers Task Force, Student Empowerment Dialogue Series, and Certificates Task Force).*
 - *Faculty involved earlier in process of developing educational policies by establishing dean/faculty working teams.*
 - *All Academic Senate meetings added to campus-wide calendar on ECC website.*
 - Encourage greater participation of senators in meetings and other activities of Senate.
 - *Implemented brainstorming session to seek feedback on meetings and other activities of Senate. Input incorporated into packet (e.g., “ECC Acronyms”), meetings (e.g., dean introductions, campus safety, Canvas), workshops (e.g., new “Informed & Inspired” workshop series), and campus-wide events (e.g., Spring Professional Development Day).*
 - *Senators provided leadership for discussions of Educational Master Plan, Online Education Initiative, Faculty Association for California Community Colleges, and regional meetings of Academic Senate for California Community Colleges.*
 - *Senators provided leadership for initiatives such as “Dreamers 101” forum and visit by ASCCC executive board.*
 - *Senators asked to provide updates at division and department meetings; ECC deans have agreed to include Academic Senate as a standing agenda item.*
 - Execute Senate Office relocation while maintaining a strong physical presence on campus.
 - *Move successfully implemented from Student Activities to Schauerman Library.*
 - *New location communicated to campus via email, on Senate website, and with signage throughout library.*
 - Establish initiatives to recognize faculty who achieve tenure.
 - *In collaboration with ECC President and VPAA, initiated annual tenure reception at 2017 Spring Professional Development Day in the Art Gallery. Each honoree received a gift, provided by Academic Senate and VPAA.*
- 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 Enrollment Management initiatives through ongoing communication and faculty involvement.
 - *FDC collaborating with VPAA on interventions to support success and retention.*

- *Senate consulted on Enrollment Management Plan and on dual enrollment efforts; regular updates were provided to the senate.*
- *Additional presentations scheduled for spring semester.*
- *Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders.*
 - *Senate reviewed and discussed Compton Center Self-Study and Comprehensive Master Plan and unanimously endorsed both.*
 - *Senate meeting schedule shifted to accommodate Compton Center accreditation team visit, ECC Senate President represented ECC at Faculty Council meeting and at Compton College commencement.*
 - *Faculty Council president serves on ECC executive board, ECC Curriculum Chair collaborating working closely with Compton College to support establishment of independent curriculum processes; ECC Senate Handbook shared as a model for Curriculum Committee at Compton.*
- *Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.*
 - *Statewide initiatives incorporated into new Informed & Inspired workshop series (e.g., The RISE Center).*
 - *Ongoing collaboration with Student Success Advisory Committee and Dreamers Task Force through senate representatives and discussion at senate meetings.*
 - *Meeting updates provided on statewide initiatives and how they are being implemented at ECC, including Multiple Measures Assessment and Placement, Strong Workforce Project, Basic Skills Initiative, Student Equity, SSSP, Guided Pathways.*

Additional Outcomes and Outputs for 2016-17 Academic Senate:

Advocacy for Students:

Senate an active participant in Dreamers Task Force, established in response to concerns for students affected by political changes. Provided Dreamers 101 forum for faculty and staff; senators served as facilitators for Student Empowerment Dialogue Series. Issued Senate resolution and collaborated with Superintendent/President on development and consultation for successful Board of Trustees resolution Supporting Excellent, Comprehensive Educational Programs for All Students.

Campus Safety:

Senate collaborated with Campus Police to ensure faculty input and participation in implementation of regular lockdown/shelter-in-place drills. Senators served on Emergency Response Drill Advisory Committee, ECC Chief of Police invited to present at Senate meeting, Senate provided input and debriefing for fall and spring drills as well as communications to all faculty regarding resources and procedures.

Collaboration and Collegial Consultation:

Senate provided strong leadership for College Council goal to update policies and procedures: eleven BP/APs were brought to the Senate for approval with Educational Policies collaborating on an additional six. In addition to ongoing SLO development, collection and analysis, student learning was assessed on ILOs Critical Thinking and for Community and Personal Development. Robust program of TracDat trainings offered for faculty. Quality of program reviews was improved during 2016-17 academic year.

Constitution:

Academic Senate constitution updated and revised for the first time since 2011. Changes included expanded descriptions of officer responsibilities, structural changes to include addition of Distance Education Advisory Committee as Senate subcommittee and creation of new position, Distance Education Liaison. Changes approved by Senate and, following campus-wide vote by ECC faculty, were ratified.

Engagement with Statewide Senate:

ECC invited hosted Academic Senate for California Community College (ASCCC) executive board meeting in February 2017. Senate representatives attended fall and spring ASCCC plenaries. Through support from administrative leaders, representatives sent to Faculty Leadership Institute two years in a row. ECC faculty serve as representatives on statewide committees (e.g., Online Education Initiative Advisory Committee, Career and Technical Education, Transfer, Articulation, & Student Services Committee.)

Distance Education and Academic Technology:

At request of Distance Education Advisory Committee (DEAC), Senate approved constitutional changes to add DEAC as senate subcommittee. New Distance Education Liaison position established. Distance Education Plan presented to Senate. Senate approved resolution that face-to-face instructors be able to utilize Canvas without a training requirement. Canvas will be available to all face-to-face instructors once integration tool is in place.

Professional Development Leadership:

Senate discussed questions related to professional development documentation, policies, approval processes and planning. Faculty Development Committee will collaborate with Professional Development and Learning to review policies and practices to ensure faculty input, reflecting Senate purview for faculty development policies.

Recording in the Classroom:

Senate provided leadership for revision of Student Code of Conduct, discussion of legal considerations, development and dissemination of recommended syllabus statement.

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,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

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

Measures:

- Provide an orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
- 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 Enrollment Management initiatives through ongoing communication and faculty involvement,
- 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.