Adjunct (1 Year)
☒Sanda Oswald
☒Selene Torres

Behavioral Social Sciences
☒Stacey Allen
☒Yun Chu
☒Kristie Daniel Di-Gregorio
☒Hong Herrera-Thomas
☒Orion Teal

Business
☒Kurt Hull
☒Phillip Lau
☒Josh Troesh

Counseling
☒Anna Brochet
☒Rocio Diaz
☒Maria A. Garcia

Fine Arts
☒Jonathan Bryant
☒Joe Hardesty
Unexcused: Russell McMillin
☒Joanna Nachef

Health Sciences & Athletics
☒Andrew Alvillar
Unexcused: Tom Hazell
Unexcused: Shiney Johnson
☒Dina Mauger
Unexcused: Eric Villa

Humanities
☒Stephanie Burnham
☒Sean Donnell
☒Brent Isaacs
☒Elayne Kelley
☒Anna Mavromati

ITEC
☒Charlene Brewer-Smith
☒Ross Durand
☒Dylan Meek
☒Renee Newell
☒Jack Selph

Library
☒Camila Jenkin
☒Analu Josephides
☒Gary Medina

Mathematics
☒Susana Acosta-Acuna
Excused: Diaa Eldanaf
☒Robert Eleuteri
☒Greg Fry
Unexcused: Ronald Martinez

Natural Sciences
☒Jwan Amin
Unexcused: Mia Dobbs
☒Shimonee Kadakia
☒Darcie McClelland
☒Shanna Potter

ASO
☒Anisha Moutra

Curriculum Chair
Unexcused: Janet Young

Academic Affairs
☒Jackie Sims

Student Services
☒Ross Miyashiro

President/Superintendent
☐Brenda Thames
ECC Federation
☒Kelsey Iino

Institutional Research
☒Josh Rosales

Dean’s Reps/Guests/Other Officers:
☒Ali Ahmadpour
☒Anna Mavromati Duncan
☒Arturo Hernandez
☒Brizset Giles
☒Elizabeth Basile
☒Irena Zugic
☒Jackie Nolasco
☒Keiana Daniels
☒Kevin Degnan
☒Laura Almo
☒Linda Cooks
☒Maeve Lee
☒Moses Wolfenstein
☒Ryan Wallach
☒Susan Nilles
☒Viviana Unda
A. Call to Order

- Call to order at 1:04pm.

B. Approval of Minutes (p. 6-12)

- Academic Senate President called approval of minutes to motion. Motioned by S. Allen, seconded by K. Degnan.
- 0 No’s, 0 abstentions. Approved.

C. Unfinished Business:

a. Change in Title, Senate Secretary/Webmaster- Senate Executive Board

- Academic Senate President called approval for title change fall 2022. Motioned by A. Josephides, seconded by S. Allen.
- No comments.
- 0 no’s, 0 abstentions. Approved.

D. New Business:

a. Hyflex Implementation Proposal- Moses Wolfenstein (p.13)

- Reviewed ECC Academic Senate definition of Hyflex meeting. Refer to document for full details.
  - Faculty may be DE certified
  - ADA compliant
- Question about campus goals for hyflex modality
  - Hard to say at this point because it’s so new.
  - Departments may want to discuss what course would do well with this modality.
- Can faculty require on-campus attendance on certain dates? (ex. Labs/exams)
  - Lab courses may be best to be scheduled as hybrid on class schedule.
- Suggested to define “equivalent”
- Concerns about explicit need for classroom assistant
  - May create budget concerns
  - What if students don’t use hyflex option?
  - Facilitating activities between online students vs in person student
  - Maybe provide an alternative to classroom assistant
- Some courses have selected as pilot for fall 22 and students may see communication alerting them to change in course modality.


- Tabled
E. Information Items – Discussion

a. AP 3445, Accommodations for Persons with Disabilities in Non-Classroom Activities- Leo Barrera

- This AP 3445 was developed prior to Leo’s start date.
- Classroom accommodations still go through SRC.
- Reviewed definitions and language from federal law
- **Non-classroom** activity announcements:
  - Must have accommodation language so event is accessible
  - Person in charge of event should be initial contact person. May contact Leo Barrera if unable to mitigate on own or for consultation.
  - Person in charge does not need to request proof of documentation for disability. Just provide accommodation.

b. Permissible Use of Other Power-Driven Mobility Devices- Leo Barrera (p. 21-25)

- Gasoline and/or combustible engines may not enter campus.
  - Refer to BP for acceptable mobility devices allowed on campus.
- Chief of Police will monitor and enforce compliance.
- Campus community is not to request documentation of verifying disability.
- Leo will email flyer verbiage to Academic Senate President to share with Senators

c. Campus Climate Survey Results-Vivana Unda (p. 26-30)

- 2021 Employee Campus Climate Quantitative findings
College Service & Communication to Employees

- Employees believe ECC has protected and supported them during the COVID-19 pandemic.

<table>
<thead>
<tr>
<th>I believe ECC protected employees during the COVID-19 pandemic.</th>
<th>88%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe ECC has provided the proper support to work from home during the pandemic.</td>
<td>72%</td>
</tr>
<tr>
<td>I am confident that ECC is prepared for a large scale emergency (for example, an...</td>
<td>82%</td>
</tr>
</tbody>
</table>

College Service & Communication to Employees (cont.)

- Employees’ satisfaction with College communication is lower compared to 2018.

<table>
<thead>
<tr>
<th>ECC dissemination of information related to work in a crisis scenario</th>
<th>78%</th>
<th>57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC communication with employees at all levels.</td>
<td>70%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Institutional Mission & Vision

- A majority of employees believe ECC is achieving its mission.

<table>
<thead>
<tr>
<th>Believe that ECC is achieving its mission</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe that ECC is achieving its mission</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Understand the role of ECC makes a positive difference in people’s lives</td>
<td>99%</td>
<td>91%</td>
</tr>
</tbody>
</table>

- Employees believe ECC is actively working on fulfilling its vision.

<table>
<thead>
<tr>
<th>Believe change and innovation are occurring at ECC</th>
<th>76%</th>
<th>66%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe ECC is effectively planning for the future</td>
<td>84%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Service to Students

- Employees feel prepared to address the needs of students.

<table>
<thead>
<tr>
<th>I feel prepared to address the needs of different students, including students with:</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>From different economic backgrounds</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>With different sexual orientations</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Of different gender and gender identities</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Of different race/ethnicities</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>With different religious affiliations</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>With disabilities</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>With different political affiliations</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>With different immigration statuses*</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Of different ages or generations*</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Who are homeless*</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

3 Things You Like Best About Working at ECC

- “Serving students is fulfilling and rewarding.”
- “I appreciate the programming efforts made by ECC (warrior pantry and other basic needs, technology, laptop borrowings).”
- “Helping young adults prepare for their educational and professional goals.”
**Work Environment**

- **Job satisfaction is high but lower compared to 2018** (average decrease of 4%).

![Job satisfaction chart]

**Work Environment (cont.)**

- **Job satisfaction is high among employee groups. Staff experiences lowest percentages for most of the statements.**

![Job satisfaction chart]

**College Leadership**

- **Compared to 2018, respondents’ perceptions about managers decreased** (9% to 10%).

![Manager perceptions chart]

**3 Things That Would Improve Your Work Experience at ECC**

- "Consignment that is more in line with core college and cost offering, particularly housing and health care."
- "More-inclusive opportunities to move up in positions."
- "Flexible hours when working on campus for child care purposes."
- "Nearest work opportunities (after campus reasons)."
College Leadership (cont.)

- Faculty respondents are less satisfied with leadership compared to staff and managers.

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Staff</th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the President, Vice</td>
<td>75%</td>
<td>79%</td>
<td>86%</td>
</tr>
<tr>
<td>Presidents, Deans, and other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership staff treat employees</td>
<td>59%</td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td>fairly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, the President, Vice</td>
<td>58%</td>
<td>65%</td>
<td>71%</td>
</tr>
<tr>
<td>Presidents, Deans, and other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership staff are genuinely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concerned about my well-being.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior management effectively</td>
<td>58%</td>
<td>55%</td>
<td>72%</td>
</tr>
<tr>
<td>addresses the challenges facing the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (ICL)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equity, Diversity and Inclusion

- The needs of diverse employees are addressed by College leadership.

<table>
<thead>
<tr>
<th>The needs expressed by employees are addressed by College leadership, including employees*</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>With different sexual orientations.</td>
<td>87%</td>
</tr>
<tr>
<td>Of different genders and gender identities.</td>
<td>85%</td>
</tr>
<tr>
<td>With disabilities.</td>
<td>83%</td>
</tr>
<tr>
<td>With different immigration statuses.</td>
<td>83%</td>
</tr>
<tr>
<td>With different religious affiliations.</td>
<td>82%</td>
</tr>
<tr>
<td>Of different ages or generations.</td>
<td>80%</td>
</tr>
<tr>
<td>Of different races/ethnicities.</td>
<td>78%</td>
</tr>
<tr>
<td>From different economic backgrounds.</td>
<td>78%</td>
</tr>
<tr>
<td>With different political affiliations.</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Not included in 2018 Campus Climate Survey

Equity, Diversity and Inclusion (cont.)

- Except for Asian respondents, the level of satisfaction with campus experience regarding diversity decreased for all ethnicity groups compared to 2018.

<table>
<thead>
<tr>
<th>Asian</th>
<th>Latinx or Hispanic</th>
<th>White</th>
<th>Decline to State</th>
<th>B.S./Univ. Other Race</th>
<th>AA/Reft</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>72%</td>
<td>82%</td>
<td>77%</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>2021</td>
<td>72%</td>
<td>79%</td>
<td>77%</td>
<td>75%</td>
<td>69%</td>
</tr>
</tbody>
</table>

3 Things That Would Improve Your Work Experience at ECL:

- "Make equity a priority rather than a new buzz word"
- "Minimal diversity training for all faculty and staff"
- "A more diverse faculty including discussions around racism in the classroom"

"EL Camino College needs to incorporate DEI in all facets of the college, not just for compliance but for true transformational change."
Discussion about how and what will the campus respond to concern:
- Discrimination experienced
- Equity
- Etc.
- Suggestion to create spaces where this can be discussed with HR and/or create townhall meeting.
- Viviana to present an action plan template to work on these results
- Darcie will make time to discuss at next AS meeting.

Student Campus Climate Survey Quantitative findings:
- Latinx and part-time student under-sampled

Overall Experience
- Students have a positive view of their experience at ECC.
Physical Environment & Safety

- Students like the physical environment and campus police.
- More can be done to help evening students feel safe after dark (68% vs. 9% rates in all other statements in the 80%-90% range).

Campus Life & Activities

- Compared to 2018, students’ connection to ECC increased.

Equity, Diversity & Inclusion

- Students overwhelmingly believe ECC respects and supports its diverse population of students.

Equity, Diversity & Inclusion (cont.)

- 30% of students: negative experience with other students or employees.
- For Black/African American students, above rate jumps to 46%.
- Asian males and students with disabilities reported negative experiences more than peers.
- 93% of respondents feel faculty and staff represent the diversity of the campus.
- 8% less of Black/African American students agree with statement above.

3 Things ECC is doing well
- "They how inclusive ECC is, especially during these times it’s nice to read the emails from ECC and feel like everyone is accepted."
- "ECC is doing well in creating a welcoming environment, making college easier, encouraging students to participate in activities and services."
- "I strongly stand out to eliminate students in any capacity."
Services & Resources

- Compared to 2018, students felt even more supported by ECC (finding financial aid, somebody at ECC to ask for help, enough academic support, etc.).

![Graph showing data]

* Not included in 2020 campus climate survey

Services & Resources (cont.)

- However...

   3 Things ECC needs to improve
   - "More resources for BIPOC and LGBTQIA+ students"
   - "Direct coordination with BIPOC students to [...] ensure that they are receiving the resources that they need to succeed when pursuing transfer"
   - "Accessibility like captions and ASL interpreters should [be] readily available on ALL webinars, workshops, activities."
   - "Support is lacking for those students who work full time and English is their second language, implement new programs that enable immigrants to prepare for better opportunities"

Classroom Instruction

- Students have an affirmative perception of interactions with instructors.

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>2018</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, instructors at ECC treat students fairly</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Instructors welcome and encourage students to contribute diverse perspectives in class</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>For the most part, my instructors include course materials that reflect/include a variety of diverse populations</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>My instructors are available outside of class time if I have questions or need help</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Overall, instructors at ECC are genuinely concerned about my well-being</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>I feel comfortable talking to my instructors outside of class</td>
<td>83%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Food Insecurity

- Many students have challenges with food insecurity.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We couldn’t afford to eat balanced meals</td>
<td>33%</td>
</tr>
<tr>
<td>The food that I/We bought just didn’t last, and I/We didn’t have money to get more</td>
<td>33%</td>
</tr>
<tr>
<td>Have you or other adults in your household ever cut the size of your meals or skip meals because there wasn’t enough money for food</td>
<td>21%</td>
</tr>
<tr>
<td>Visit the Warrior Pantry weekly</td>
<td>27%</td>
</tr>
<tr>
<td>Have you taken advantage of the Warrior Food Pantry or any food security resources provided by the college</td>
<td>27%</td>
</tr>
<tr>
<td>Were you ever hungry but didn’t eat because there wasn’t enough money for food</td>
<td>16%</td>
</tr>
</tbody>
</table>

3 Things ECC needs to improve
- "The food court options can be more diverse"
- "More of a dine-in price for students"
Food Insecurity

However...

3 Things ECC is doing well
- "Warrior Pantry is the best. Their assistance in time of need has overwhelming put a positive impression of the ECC caring to their students"
- "The Warrior Pantry!!!"

Housing Insecurity/Homelessness

- Housing cost increase mostly affected Black/African American, Latino and female students.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you pay for gas, oil, or electricity bill?</td>
<td>25%</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Did you pay or underpay for rent or mortgage?</td>
<td>16%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Did you move in with other people, even for a little while, because of financial problems?</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Did you not know where you were going to sleep at night, even for one night?</td>
<td>46%</td>
<td>37%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Health Services

3 Things ECC is doing well
- "Mental health services and the student health center are great resources."
- "Also, the mental health workshops have been extremely helpful in dealing with the isolation. Thank you for providing extensive mental health services during this time."
- "I had mental issues like depression for years. It has faded to the surface during the pandemic. Thanks to the in-person counseling, I've recently started. I feel way better. It was the first time having someone listen to my feelings."

3 Things ECC needs improve
- "Living in a toxic environment that made my mental health worse had a negative impact on my educational experience because I felt that I didn't have the strength or material to persist in my classes. I also felt that I wasn't doing the best I can in my class because of the toxic household I'm in."
- "Having mental health issues and no one to talk to majorly impacted my educational experience because I became more and more uninterested and depressed."

Selected Recommendations

EMPLOYEE SURVEY
- Identify specific conditions hindering job satisfaction
  - In 2019 we had 2% of the total workforce engaged, which dropped to 1% in 2019.
- Create meaningful dialogue between senior leadership and managers, staff, and faculty
  - Recommendations for leadership role modeling for student well-being.
- Strengthen work around employee diversity, equity, and inclusion
  - In general terms, compared to 2019, level of satisfaction on campus experience regarding diversity decreased for all ethnicity groups except for Asian respondents.

STUDENT SURVEY
- Expand faculty, staff, and student knowledge and best practices related to equity, diversity, and inclusion
  - 95% of students feel they have had a positive experience based upon race, gender, identity, national origin, disability status among others.
- Explore alternatives to better address food and housing insecurities
  - Black/African American, Latino, and female students experience more negative impacts than others.
- Expand Health Services
  - In response to comments in the qualitative section of the survey.
Sample survey statements developed by the senate chrome-extension://efaidnbmnnibpcajpcgklefindmkaj/https://www.elcamino.edu/academics/academicsenate/FDCMinutes/Newsletter%20Sample%20Syllabus%20Statements_Spring%202021.pdf

d. Healthy Minds Study Student Survey - Susan Nilles (31-66)

- Annual survey study to be provided to ECC students and compare nationally.
  - Students have until May 21\textsuperscript{st} to complete survey
    - Four $250 Amazon opportunity drawing
  - Healthy Minds Study Survey Link is already in Student ECC Emails - they will receive 3 emails reminders over the next 3 weeks

About the Healthy Minds Study

Background
- Began in 2007
- 550,000+ respondents, 400+ campuses to date
- Expansion to community colleges in 2014

Main Topics Assessed (validated screening tools)
- Mental health (depression, anxiety, self-injury, suicidality)
- Lifestyle/health behaviors (substance use, exercise, sleep)
- Attitudes/awareness
- Service utilization
- Academic/social environment

Benefits of Participation in HMS:
- Evaluate existing programs
- Assess need for programs and services at your institution
- Advocate for new or improved mental health services and programs on campus
- Help make the economic case for investment in mental health services to key administrators
- Strengthens grant applications (e.g. SAMHSA)
- Raise awareness of mental health and campus resources among your students
- Make comparisons nationally and with peer institutions

- Student on waitlists prefer in person mental health services.
- Reviewed fall 2020 national findings:
  - 32,754 students surveyed
  - Anxiety and depression #1 reason to seek psychological services.
  - Discussion about perception of using services vs what people actually think of someone utilizing psychological services.

e. Cornerstone Updates- Jackie Nolasco
• New changes on Cornerstone welcome page
  o Can now locate external training button
  o Chancellor’s office trainings do not need to submitted as external trainings anymore. They will be automatically added to your dashboard.
• Dashboard will reflect total of hours
  o When logging in, make sure to refresh to see most updated hours.
    ▪ Can export to excel sheet for event details
  o Dashboard can show you the number of hours for Racial equity.

F. Officer Reports

https://www.elcamino.edu/academic-senate/meeting-schedule-and-materials.aspx

If you haven't completed the Faculty Professional Development Needs Assessment, please do so by Friday, May 6th
https://elcamino.co1.qualtrics.com/jfe/form/SV_3KO4NFLiDu8reOG

a. President – Darcie McClelland
b. Chair, Curriculum – Janet Young
c. VP Educational Policies – Camila Jenkin
d. VP Equity, Diversity, and Inclusion- Analu Josephides
e. VP Faculty Development – Stacey Allen (p. 67-68)
f. VP Finance – Josh Troesh
g. VP Academic Technology – Stephanie Burnham
h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims
b. ECC VP of Student Services – Ross Miyashiro

H. Future Agenda Items:

a. Program Review Revisions
b. AP 4230, Grading and Academic Record Symbols

I. Public Comment

J. Adjourn
  • Adjourned 2:45pm