

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Compton College

- Amber Gillis
- Jesse Mills

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Joseph Evans
- Joe Hardesty
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

Humanities

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- Christina Nagao

Industry & Technology

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

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Joshua Rosales
- Irene Graff
- Gina Park

Excused: J. Casper, K. Striepe, J. Hardesty,
C. McFaul

October 2, 2018

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A.CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the third Academic Senate meeting of the fall 2018 semester to order on October 2, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the September 18th meeting. P. Marcoux moved, C. Striepe seconded, and there was unanimous approval of minutes.

KDD: This brings us to our welcome of our Division Personnel. Dr. Crystle Martin is our Director of Library Learning Resources. This is her first Academic Senate meeting so be very nice to her. We want her to appreciate our senate hospitality. This is a great chance for us to get to know our Deans, Directors, and our Division Personnel. C. Martin: Hi, I am Crystle Martin and I am the Director of Library Learning Resources, including the Library, the Learning Resource Center, Distance Education and Media Services. I am also the campus “point person” for the Online Education Initiative. If you have any questions about that, please reach out to me. I have been here 9 months as of yesterday. It has gone by very fast and it has been really great. I have had a wandering path on my way here. I got a BA in English and Latin, both from Michigan State. I planned on getting a Masters in Library Science and becoming an academic librarian. When I was finishing that, I got really interested in how video games could be used to teach library instruction. I went on and got a PhD in Education and a minor in Library Science. I did my PhD on *“How Youths aged 15-24 learn information literacy skills in the massively multi-player game of World Warcraft.”* I spent a lot of my research time for my dissertation in my pajamas watching people play online, virtually. After that, I spent 5 years at UCI at the Digital Media Learning Hub, where I was studying how youth learn technology. My favorite research site with that was studying professional wrestling fans and how they developed reading and literacy skills in their fandom through fan fiction and a text-based role-playing game. I do like to play video games, as you can tell by my research; real time strategy and virtual role playing games. I have played over 800 hours of both Elder Scrolls: Skyrim and Civilization V. (The senate was impressed!) KDD: Thanks Crystle and welcome to El Camino.

KDD: I am looking for a motion to adjust our normal order of business. We would like to save the officer reports for the end of the meeting. R. Diaz motioned, seconded by L. Kjeseth. All were in favor.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I have two things I want to say. One is that Guided Pathways had a workshop on Friday that Janice Pon-Ishikawa and Jenny Simon coordinated. It was the beginning of our look at career clusters and program mapping. They have recruited liaisons for all the divisions. Those liaisons are going to go back to their departments and start working on program mapping for the classes. Look for information from those liaisons. They will be doing some training first.

The second thing is that I am going to do send out a letter today asking, requesting, urging, strong-arming faculty members to complete a short 40 minute, 4-module video, that you'll receive flex credit for. It talks about the requirements for AB 504 accommodations for students in the classroom. There has been quite an increase in the number of requests. The SRC serves 1900 students that come and want accommodations. Sometimes it's not clear what faculty members have to do or what they can negotiate. There has been some misunderstandings, and some

students have been upset. There have been faculty members who have been upset. This module is an introduction to what is required and it was developed by Jaynie Ishikawa and Gary Greco. It is relevant to our campus. The training is online, you don't have to go anywhere. You can do that in your pajamas too! That will come out soon, so please get that information out to your fellow faculty members. I will never use the word mandatory, but I want everyone, all faculty to take it. I am also asking the deans to do it. Next semester we will work on classified staff. Our own Marlow Lemons wrote really great directions, with screen shots and directions, that will come with the letter. KDD: Part of the reason we have everyone doing this is so that students have a consistent experience across campus. We don't want them to have pockets of support. Marlow is our new Associate Dean of Mathematics. Thank you, Jean!

Ross Miyashiro – VP of Student Services

I told Crystle I am going to plug my game, which I just spent \$100 on for my daughter and I. For all you STEM faculty, you need Portal, it is based on Math, Physics, spatial reasoning and Geometry. And you get to play a game at the same time!

For Student Services, last week we held our awards for ECC Connect, which is our early alert. We gave out Gold and Silver awards to the faculty members who went above and beyond helping students in the classroom. Also to classified professionals who helped respond to those students. If a student was having trouble writing, then they could flip a flag and we got someone to help them with their writing, or turning in their homework.

I have to leave early today because we have a relationship with Loyola Marymount University. Students who are admitted to Loyola but they don't have room or the student is not quite ready to go, take their first year at ECC, then get all the benefits of being a LMU student. Then you have guaranteed admissions after that first year. They are hosting a lunch today and I have to go give my support.

The last thing is SEAP, the Student Equity and Achievement Program. We are sending a group with Academic Affairs full of faculty and classified. They have now combined SSSP, BSI and SE into one program. We are going to a state-sponsored workshop to figure out how to write the new plan, how to combine the funding, how we re-program this to meet the state mandates. We are looking forward to that. We have been meeting and talking about the new philosophy. We want to make sure that ECC closes all the student equity gaps. We want higher achievement than we already have. We want to roll all those things into one and implement AB 705, the Math and English placement. We are right on track for doing all this. All that is part of the new SEAP funding, including meeting the new state funding formula. That is important for the health of our college to make sure we can continually support our students.

Distance Education Advisory Committee

KDD: Renee Galbavy, who is our Distance Education Liaison, thank you so much for serving in this role. As you all know, starting last year the Distance Education Advisory Committee (DEAC) became a subcommittee of the Academic Senate. We appreciate Renee's leadership. R. Galbavy: Just to give you an update, we had our first DEAC meeting last week. That was the first time that Dustin Black, our new Interim Coordinator, took over. I wanted to update you on a few things happening there. Canvas and the ECC integration is going well, but there are a few hiccups. For the time being, there is a discrepancy between the ECC rosters and the Canvas rosters. Gema sent out a message about this in August. If you are still finding problems between the two, contact Gema with the section #, student ID number, student first and last name. She will make sure Canvas is updating. We are not sure how long this could continue, it is an ongoing problem.

Canvas training updates: The migration from the Professional Development Department to Distance Education is underway. We are also doing some redesigning of courses. In terms of the Canvas training that we sanctioned last semester, basically the timeline is this: The optional Canvas training had two choices. The face-to-face training, we're

not sure when that will be in Distance Education. The introduction to Canvas which is entirely online, these are both the optional courses, this could tentatively be done by November. Then the fully online certification course, which is the online training course, would be available tentatively by February.

In terms of the Online Education Initiative Consortium, or OEI Course Exchange, this is also underway. Dustin Black has his one class that is going through. He has been going through the process. We are not sure when we are going to be getting into the exchange. Dustin's class might go up in Winter or Spring. We do have a cohort that we are working on right now. We have another cohort next Fall. Our goal is ultimately to get 20% of distance education courses in by 2020. That is a big goal there. It is definitely a process. Faculty need to get approval from the Dean, then faculty need to talk to the DE Coordinator, then Crystle Martin, because she is going to be involved in that. Then the faculty participates in a local review process through Distance Education. Then they go through an OEI process to make sure their courses are ready for the exchange. The OEI approves the course, then ultimately that course gets offered on the exchange. Crystle: The local review is to make the overall review process go faster. R. Galbavy: We are hoping to get this down to a science. Dustin should be up to par with this and how these courses are going to look.

We are currently working on the Distance Education Survey. We hope to have it finished by this week. I will update you on that next time.

E. UNFINISHED BUSINESS

AP 4236 Advanced Placement & International Baccalaureate Credit: 2nd Reading – D. McClelland (pgs. 19-21)

KDD: We need a motion to approve AP 4236; P. Marcoux motioned, C. Wells seconded. D. McClelland: We had a couple of questions that were brought up last time. What kind of input discipline faculty have on this? Discipline faculty have a lot of say in whether an AP/IB course can be substituted for a course and what level the cut-off scores are. I am going to use Biology for an example. Our major classes are Bio 101 and 102. We don't necessarily want AP credit to count for 101 & 102, because we don't feel that AP credit is at the level needed for majors. So the discipline faculty would have to decide if it can replace a particular course. As for just getting general education credit in Biology, the student would get the general ed. credit for Biology for that lab science if they completed AP Biology, took the exam, and got a 3. They would get the general ed. course and unit credits at ECC. But they wouldn't get to pass out of Bio 101, because the discipline faculty didn't approve it. For that particular course, the discipline faculty have approved Bio 10. So they could get Bio 10 credit. The list of courses and cut-off scores are in the college catalog on page 59. It tells you exactly what replaces those classes. For example, the Physics faculty have said they will only allow the AP exam to replace their 1A or 2A if the student scores a 5. Hopefully, that will answer that question that people had.

The other concern that was brought up is in the procedure where it says in order to receive credit for AP/IB exams the following conditions must be met. Under B, it was brought to our attention that it is not that an official AP score report is being sent directly from the College Board. What is actually being done right now is that students are pulling up their profile and A&R is looking at their profile online. The decision was made to strike out "sent directly from the College Board." I don't think we can pull out what is legally required out of the procedure. If we get audited, and they found out that we were giving AP credit without having an official score report, we would be in trouble. Just because someone might not be following the procedure, and what should be done legally, doesn't mean we can pull out what is legal. That means that someone needs to adjust the way they are doing their job. So if it is not being done this way, it needs to be done this way. Accreditation comes in, they are seeing that we don't check these reports, we're in trouble. To protect ourselves legally, it needs to stay in there. KDD: Can we just change to verb? Maybe it isn't sent anymore and it can be shown. Or provided? Or is that the CCLC template language? There was a suggestion that someone verifies it. J. Troesh: Maybe I misunderstood. That is not our current practice. Why would we strike this part? I would say let's not do a half measure. If it is the law, we should leave it if it is. D. McClelland: The language is a little bit antiquated.

College Board needs to mail something. Now they no longer mail things, everything is electronic now. You can have an official report without going through the College Board sending it. J. Shankweiler: I don't know if they do that anymore. I think you could leave the Board submitted it. A submission doesn't have to be a paper submission. D. McClelland: This policy is not going to be looked at just by us. It will be looked at by Council of Deans, it will be looked at by College Council. People from all over will see this before it becomes official.

C. Wells: I have a question not exactly about the policy. It's that students may be shopping for schools that will be more permissive with the AP scores. If we set our standards higher, are we dissuading students? D. McClelland: I don't know if that is setting standards higher. This is saying that in order for students to get AP credit, they need to officially show us that they took the exam and what their score was. C. Wells: I'm talking about the numbers. If we require a 5 and Long Beach requires a 3? D. McClelland: That could potentially dissuade a student from coming here. There are certain things that discipline faculty want to make sure the students know. At the end of the day, we don't want to set students up to fail. C. Wells: Are any of these AP courses prerequisites? D. McClelland: Yes. A. Brochet: FYI, a lot of universities and UC's are different. It is standard that the discipline faculty has local control. D. McClelland: It also takes into account what the CSU's and UC's are doing, and that has a large influence on it. P. Marcoux: I am looking at Santa Monica's statement. "Students must have the College Boards send AP exam results to the SMC admissions office (hand carried copies will not be accepted)." J. Shankweiler: What is the date on that? Pete: It was revised in 4/18. D. McClelland: I used Santa Monica's as a template as well as Pasadena and Mt. SAC. C. Wells: If we pass this and we find that we can't enforce it, what do we do? KDD: We are going to say just that they need to submit. Jean's point is that we are going to trust our colleagues in admissions to sufficiently figure out what it means to submit. Does this mean on the phone or hand carrying a paper? Please take this back to your department with any questions. How do we set the cut scores? Maybe this is something you want to ask in your division. Maybe you need to review this in your department. We aren't addressing that here, but in your departments you can discuss it. We didn't make any changes. What you are voting on is to approve as it appears in your packet on pages 19 & 20. It was approved. The College Council will take a look at this on Friday.

F. NEW BUSINESS

AP 4055 Academic Accommodations for Students with a Disability: 1st Reading – D. McClelland (pgs. 22-30)

D. McClelland: I am going to make the change in the title to *students with disabilities*. This AP came about as a response to some issues they were having with students with disabilities making sure they were able to get their accommodations. We wanted to make sure there was a policy in place for clarity for faculty on what we need to do and what we don't need to do. We want to make sure everyone is on the same page. It was developed by a special committee made up of Dipte Patel, Gary Greco, Jean Shankweiler and Jaynie Ishikawa. We made some edits at Ed Policies to help with clarity. I do apologize, I know there are a lot of strikethroughs. It basically outlines the background and it goes through the law and what our responsibility to our students with disabilities is. It outlines the policy for how students will request accommodations and what is considered a reasonable accommodation. And how these decisions will be made. It also outlines that if students don't agree with the decision, then the process they would go through to appeal and get additional accommodations. J. Shankweiler: We need to narrow the timelines. D. McClelland: For most of the stuff, it is within 10 business days. J. Shankweiler: If they are in a class, and they're not getting their accommodations, it needs to be fast. (There was a question about what happens after 10 days if we don't do anything) J. Shankweiler: We could get fined by the Office of Civil Rights if someone makes a complaint. P. Marcoux: A lot of this is federal law, correct? J. Shankweiler: Yes, it is a clarification for the steps for accommodations. KDD: This is our first reading, this is your chance to let us know if there is more information that you need or have questions. We will bring this back for a second reading and a vote next meeting. P. Marcoux: This focus is mainly on the students or the audience, not what the faculty are required to do. Should we have a policy or procedure? J. Shankweiler: I would say view the videos, and on Flex Day we have the lawyer who specializes in this and then let's make a decision about that.

This is just for students. P. Lau: Who determines reasonable accommodations? J. Shankweiler: The Learning Disability Specialist; that is their expertise. I heard the lawyer speak last year and there are very small instances that hinge on your workflow. You may be able to have some say. For instance, if it requires you to spend a little time with your student to explain things, like you would for other students, why would you balk at this request? T. Moore: Reasonable is a legal term. Generally, courts have upheld that the burden has to be extreme to fall outside of that. J. Shankweiler: No accommodation that I give Ali will affect your health. (There was a question about the students going to the dean instead of the SRC) D. McClelland: Generally speaking, we would like for students to go through the SRC. But we cannot mandate a student go to the SRC if they don't want to. If the student says they do not want to use the SRC, but they can provide documentation that they have a disability, then they are allowed to go to the dean of Student Support Services, Idania Reyes. KDD: We have had 1 student in the past 12 years that a student chose the alternate route. It is not a common occurrence, but we do have to give them that option. A. Ahmadpour: Is this part of the orientation that we give new hires? J. Shankweiler: Yes, the training modules that you are going to watch is part of the new onboarding. KDD: We will be ready for this at the next meeting.

A. Valle: I had a situation that came up today. One of my students went to the SRC to take a test and she came back early and said there was another student in the testing room that was humming throughout his test. It was very distracting for her, but she didn't want to make a big deal about it. I told her she should have, because there should be another accommodation because of this. That student left before her allotted time. KDD: The students should be self-advocates for themselves. That is what you are mentoring her to do. They are not used to that. In K-12, there is a lot of infrastructure that does it for them. I would encourage you to reach out to Gary Greco. A. Valle: I am sort of stuck. Do I give her another chance? She has already seen the questions, so it is kind of hard to figure out at this point. KDD: Maybe Gary can offer some advice. A. Josephides: The student goes through arbitration. For example, I have a vision-impaired woman that was denied accommodations because the teacher refused to work with her in the office that is the equivalent to our SRC at University of Hawaii. There was a whole arbitration process. Is it the same thing? J. Shankweiler: That is for the faculty, and that is a different process. C. Brewer-Smith: If they come in and say they don't want to use the SRC, should we direct them to the SRC? I can see this coming, because we do get students in IT with disabilities. We have a lot of hands-on things that we do. D. McClelland: If they don't want to use the SRC, then I would direct them to the dean of Student Services, Idania Reyes. D. Meek: I limit the problems by having Gary Greco come in and advocate for the students every semester. He is willing to come in and give a presentation at the beginning of every semester. He tells them how to advocate for themselves, where to find the services, and helps them. We have seen a big increase in them reaching out and advocating for themselves. They won't go to the dean, so what happens is they won't get any help at all. KDD: So many of my students I feel like they act like they have joined the witness protection program. All of a sudden all the things they needed in high school, they magically don't need in college. The other thing we are working on is updating our syllabus statements. Which include a statement about ADA accommodations. Thank you to the FDC, because they are going to be looking at those statements again. That is a great proactive way to help our students. L. Kjeseth: Did we talk about the course substitution part? That seems to be a lot of new stuff. J. Shankweiler: Mostly it is new because we separated it from the request for accommodation. It kind of parallels and was mixed up. We repeated a lot of things. D. McClelland: A lot of the movement was that something was mentioned in two places. We pulled out a lot that was redundant. I know if looks like a lot was changed, but 90% we just copied and pasted to organize it. We didn't make any substantive changes. We also renumbered. I. Graff: Just for public record, Idania Reyes position is Dean of Student Support Services. KDD: Thank you, and how can you possibly retire? What are we going to do without you? Thank you everybody for the robust conversation. We will come back to this next meeting.

KDD: Our 3rd and final AP. This is coming back with some updates. D. McClelland: We approved this a little over a year ago, in May 2017. We wanted to make sure we addressed the issues about recording in the classroom. Since then, it has gone through additional consultation with the student discipline task force as well as the council of deans. There aren't too many new changes. One change is to spell out in our drug/alcohol policy; now you will notice it says drug/alcohol/cannabis and smoking. The law changed with respect to cannabis recently. The state law changed but we want to make sure it is very clear to our students that it is illegal to smoke on campus. Just because the state law changed, doesn't mean they can smoke cannabis on campus. KDD: We receive Federal Financial Aid, and we don't want that to go away. C. Wells: Are edibles OK? (Laughter) D. McClelland: We did consult with an attorney about the cannabis policy.

D. McClelland: We are making sure to include the sexual and gender based misconduct policy, which there is a separate policy on. We need to have that in this AP as well. We need to enforce that with student discipline. T. Moore: Is tobacco illegal on campus? Or is it a violation of campus conduct? A lot of campuses, when they went smoke free, it was a campus directive. It wasn't technically illegal. D. McClelland: It is against campus policy. KDD: It is an educational program. Students won't necessarily be ticketed. C. Brewer-Smith: We have a lot of students smoking on campus. The ones I see, I direct them off campus. That is becoming a problem. Especially because I am right near Manhattan Beach and close to the street. Is it 20 feet away from the building? Dr. Shankweiler: No, it is off campus property. KDD: We can reach out to Campus Police to have officers help educate students if there's an area that's attracting smokers. Also, signage can help. K. Hull: Are we addressing the future of medicinal stuff? Is it smoke free or CBD free or medicinal free? It is growing like wildfire and it will affect this campus. T. Moore: It is not federally legal, it is legal in California. As long as we receive federal funding, then it is no good. That is an unfortunate crossover for those who have a need. C. Brewer-Smith: Does that also include vaping? D. McClelland: Yes, that includes vaping. Students are not allowed to vape on campus. KDD: Along with snuff, hookahs, chew, etc. D. McClelland: We specifically put in vaping. P. Marcoux: Something you said about the last one, bullets instead of numbers. Is there a reason why we are using bullets here? D. McClelland: That is the CCLC template. The procedure uses numbers. Any other questions? Please let me know so I can get this ready for the next meeting.

Resolution of Commendation for Irene Graff, Dir. of Institutional Research & Planning 2005-2018

KDD: We are inviting Irene up here with the E-Board. This is like a kindergarten drama production and everyone has their lines! (Each member stood and read a line of the resolution).

In Deep Appreciation for

Her Dedicated Service and Collaborative Leadership 2005-2018

Whereas, Irene Graff effectively manages a vast array of initiatives with skill and good humor, from BRIC TAP to TracDat and Pathways to Benchmarks;

Whereas, Irene Graff has distinguished herself for her an extraordinary ability to decipher the complex mandates emanating from on high and to translate them into plain English so they sound a lot less scary to the rest of us;

Whereas, Irene Graff's enthusiasm for learning and genuine commitment to student success inspires her colleagues to join her in her tireless efforts to help our college fulfil its mission to "Make a positive difference in people's lives";

Whereas, Irene Graff's collaborative leadership ensures that the planning process not only yields high quality outcomes but that it also helps build community, investment, and engagement within our campus community;

Whereas, Irene Graff's colleagues appreciate her creative problem-solving, positive attitude, sense of fun, and ability to make even the most mundane topics interesting;

Whereas, Irene Graff's personal commitment to lifelong learning makes her a renaissance person of exceptional talents, which encompass knitting and German, cycling and the ukulele;

Resolved, the El Camino College Academic Senate expresses deep gratitude for Irene Graff's dedicated service and collaborative leadership, honors her for the many ways she has made a positive difference in her colleagues' lives, congratulates her on her well-deserved retirement, and reminds her that she will always be a Warrior at heart.

Passed October 2nd, 2018, El Camino College Academic Senate.

There were catcalls, clapping, and a standing ovation by all! The motion also passed unanimously! KDD: I have something for you, Irene. It always seemed to me that Irene's job title was incomplete. She is the Director of Institutional Research and Planning. I think we should have added "Implementation" to her title. Irene not only helps us chart a course, she gets on the boat and rows with all of us. She has done a phenomenal job! This is just recognition from the Academic Senate and deep appreciation for your dedicated service and collaborative leadership. (Irene was presented with an ECC bell).

I. Graff: Thanks so much guys! It has been a total pleasure working at El Camino and especially with faculty here. I have been here numerous times. I have so many happy memories from the senate, outside the senate, working and collaborating with faculty. You know, I only look as good as what my team has done. We have grown. Remember when I came here, some of you might remember. I came here the first time with the Fact Book. That is how basic we were when I first started. There was no Institutional Research office. Now some of the amazing stuff that my current team does, and all the planning stuff, which I did not expect, has been an interesting process. Again, thank you so much I really appreciate this and I will treasure my experiences here.

G. INFORMATION ITEMS –DISCUSSION

Institutional Research & Planning: Climate Survey Results – Irene Graff & Gina Park (pgs. 38-40)

KDD: Here is Irene again, and Gina. I. Graff: Hi everyone, we will try to do this quickly. We would like to present some selective findings for you on the Campus Climate Survey. We will have the full report available for you on October 15th. Anything we miss today will be available then. I would like to introduce Gina Park, research associate, who has basically done all of this. Gina worked on the Employee Campus Climate survey from re-design with the EEO Committee with Linda Clowers. She has taken up work on the Student Campus Climate survey after Mark left. He was working on it in the interim during the summer. Gina has been hanging out and hosting all of this. We wanted to give you a few components of the survey. We have covered many different topics on both the employee and student surveys. 639 employees completed the survey, which is a 42% response rate. That is up from 36% from the last time. We are very happy with that response. I am going to pass this on to Gina who will talk about the student survey. G. Park: Good afternoon. These surveys were administered online. We randomly selected 170 classroom sections stratified between daytime and evening sections. Once we got into the classroom, we asked students to take out their mobile phones or laptops. We also had paper surveys available. Out of 2,231 students who were randomly selected, 1,633 completed the survey. That is a 73% response, which is significantly higher than the 8% response we got last time. That is due to faculty involvement and their willingness to let us into their classrooms. We want to thank those of you who were a part of that. We wanted to show how representative our sample was. In terms of gender, women were slightly over represented. This is typical to surveys. The ethnicity was also fairly represented. With student demographics, we were spot on in terms of gender. With ethnicity, we had a slight underrepresentation in Latino students.

We want to report on an issue that has had an increasing issue across the nation as well as the state of California. That is with regards to housing, food and security. We looked at 2 aspects, homelessness and housing scarcity. There were 6 items that asked students about where they lived in the past 12 months, if they selected 1 or more of those, they were identified as experiencing homelessness. We can see that 13% of our students experience homelessness. To put that

into context, in a classroom of 50 students, at least 5 students are experiencing some form of homelessness. LA CC district also did a sample using the same items. If we look at the distribution at the college level, Trade Tech had the highest, where a quarter of the students were experiencing homelessness. We are at the lower end of this, but that doesn't mean that it is an insignificant percentage. The good news is that when we look at the degree to which students believe that El Camino is making a positive difference in people lives, that ECC has a welcoming environment for students. We were happy to see this, because it doesn't happen at every school. Housing and security were very broad and occurs under many circumstances. An example is the inability to pay utility bills or your mortgage. Or living in an overcrowded household. Or living in a neighborhood with high crime. We see that almost 40% of our students experienced housing insecurity. We further broke this down. In the past 12 months, we can see that the greatest percentage of students indicated that a mortgage increase or utility bill made it difficult to pay.

Food insecurity is the limited or uncertain availability of nutritious food. Or the inability to acquire that food. About 1/3 of our students come to class hungry, that is pretty sobering. 12.5% of the residents in the state are identified as high in food insecurity. If we look across the CSU system, 42% of their students we identified as high in food insecurity. In LA County we have 29%, LA CC district we have about 2/3 of their students. Food insecurity affects every ethnic group. Research as shown housing insecurity and food insecurity have a negative effect on students and their academic outcomes.

I. Graff: I will take it from here and it is hard looking at this sobering news. Looking at the Mission Statement, there is 98% agreement based on employees. You can see the distribution between part time vs. full time faculty. Students, 97%. ECC provides excellent comprehensive educational programs and services. Also very high from the students. The margin of error is 2% for students 3% from faculty.

G. Park: The survey asked about their experiences in classroom instruction as well as services and resources that they have access to. We can see there is a pretty high percentage of agreement which means they have a positive experience in the classroom. Overall they seem to show a positive experience. 83% would select ECC if they had to start their experience again.

With employees, overall we see a positive belief that they are satisfied with their job at ECC. It is interesting to note that the highest percentage belongs to part time faculty and staff members.

KDD: Will you be giving us data from the last Climate Survey? I. Graff: We will be providing trend data when possible. Some of the questions we have continued, some are new. We should have up to 3 years when possible.

KDD: College council will be looking at this issue. We will also be addressing this with the syllabus statements. This is something we can consider for the upcoming Professional Development Day. L. Clowers: As Irene mentioned, this came out of the EEO subcommittee. The other committee is a training subcommittee. We are meeting and all comparing notes. We are trying to have an integrated response to this. KDD: In my report, I have information on how to join one of those subcommittees and how to reach out to Jaynie Ishikawa. A. Gillis: I would like to announce to everybody that we had a check for Compton, and found that over 55% have housing or food insecurities. We have about a 65-70% problem with homelessness on our campus. They found this shocking because it is extremely high. We are having a *Real #114 Housing and Food Insecurities conference at Compton College on Friday, December 7th from 8 am – 4 pm*. It should be in the flex reporter. We have Dr. Sara Goldrick-Rab, she is an expert on food insecurities, and she is going to be our key-note speaker. She is the authority on food insecurities in the nation right now. Topics will include; what are students struggling with, what is the profile of our student community, how does this create barriers. We started our food pantry late last year and it works primarily off donations. Faculty and staff have been volunteering hours and it has been hugely successful. We can't keep enough food and water in there. A. Ahmadpour: What can we do with this information? This is a huge crisis. Whose job is this? C. Wells: Do we know what other schools are doing to

address this? I know that Orange Coast has started some housing on campus. A. Gillis: At Compton, we are looking at small family units. The Olympics are coming so Dr. Curry has been talking to contractors about actually using our major league baseball field for practice for the Olympics. He is trying to work out a deal where we can build some housing. We do have the room on campus. The community is split about 50-50.

I. Graff: We want to recap on the consultation process. We are also planning on talking to the Faculty Development Committee, thank you, Stacey. We will be talking to students as well. We are going to propose an action plan. KDD: Here is your link to the slideshow summarizing the Campus Climate Survey:

https://www.dropbox.com/s/bjkhyba5lovghk/AcademicSenate_CampusClimateSurvey.pdf?dl=0

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

There is a new training module on Special Resource Center and ADA guidance. Watch your emails for more information. All faculty are asked to complete the training so we can provide our students with consistent support.

Please take these Graduation Petitions back and post them in your classrooms. We want to support our students' success. Let students know there is a lot of support from our counseling colleagues to help students get those turned in.

Consider serving on our EEO (Equal Employment Opportunity) subcommittee. There is information here about the different subcommittees. Recruitment, Job Announcements, Measures of Underrepresentation, EER/Committee Member Training, Climate Survey, Guest Speakers.

We are going to have another Town Hall meeting on Thursday, November 8th. College Council minutes are available online to keep our packets as slim as possible.

<http://www.elcamino.edu/administration/campus-committees/college-council/minutes.aspx>

Our Compton colleagues are hosting the Area C meeting on Saturday, October 13, 2018 from 9-3.

<https://www.eventbrite.com/e/asccc-area-c-meeting-fall-2019-tickets-50102728610>

The Fall Plenary is November 1-3, 2018 at the Irvine Marriott. (Apply for conference funding through your division)

<https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session>

Scholarships are available to attend the ASCCC Fall Plenary. For those who are still interested, you can still apply. Last year they gave out 100 scholarships for senators who wanted to attend.

b. VP Compton College – Amber Gillis

There is a lot going on at Compton. The focus for us is split between AB 705 and 288 implementation. Currently, we have a partnership we have just solidified with the Compton Unified School District and Lynwood Unified School District. We are ironing out the kinks with Paramount School District. We are starting to open up sections for 9th and 10th graders. Lynwood showed us a presentation last week, they were moonlighting with ELAC. ELAC had set up a 4-year path for their 4,000 students to be IGETC certified by the time they graduate from high school. This is forcing us to take a look at some of our board policies and administrative regulations to talk about how to serve some of these students. Currently, with our high school students, we have about 400 students right now who are taking college courses on their campuses. It is increasing significantly, primarily in the Social Sciences. We are trying to look at getting Math and English right into those high school classes.

We are having the Area C meeting. Go to Eventbrite to sign up so we have enough food for everyone.

<https://www.eventbrite.com/e/asccc-area-c-meeting-fall-2019-tickets-50102728610>

There are so many things happening.

c. Chair, Curriculum – Janet Young

This report was tabled until the next meeting.

d. VP Educational Policies –Darcie McClelland

Educational Policies Committee minutes available here:

[http://www.elcamino.edu/academics/academicsenate/Ed Policies.aspx](http://www.elcamino.edu/academics/academicsenate/Ed%20Policies.aspx)

e. VP Faculty Development – Stacey Allen (pgs. 17-18)

The nomination for Outstanding Adjunct Faculty deadline is Friday, October 12th.

f. VP Finance – Josh Troesh

Planning and budgeting Committee minutes available here:

<http://www.elcamino.edu/administration/president/pbc/agendaminutes.aspx>

g. VP Academic Technology – Pete Marcoux

We had a meeting last week and I will have the minutes in the next packet. Our next meeting is October 25th, in the Stadium Room from 12:30-2:00 pm.

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

Our assessment status is 87%, (453/520) but I'm sure it is above that by now. At the next meeting I will share some of the great things that have come from the assessments and program reviews. We are getting pretty close to 100%, which is encouraging.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development

Institutional Research and Planning: Measuring College Outcomes, Past and Future; 2020 Strategic Planning; Governance Review Process

Human Resources: Reviewsnap

I. PUBLIC COMMENT

A. Ahmadpour: I have an announcement. We are having a teach-in on October 24th Dr. Robin Kelley, from UCLA is coming to campus. He is a prominent scholar on the issue of race. He is coming with David Barsamian, host of alternative radio and some other people. We will be in Marsee Auditorium. It would be great for Humanities.

J. ADJOURN

The meeting adjourned at 1:55 pm

TG/ECC Fall 2018