

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:

- Walter Cox
- Joshua Rosales
-

Excused: A. Gillis, J. Mills, Y. Kawasaki,
A. Mavromati, C. Schult-Roman

ACADEMIC SENATE MINUTES

October 16, 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 fourth Academic Senate meeting of the fall 2018 semester to order on October 16, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the October 2nd meeting. We do have a correction on page 9. There was unanimous approval of minutes.

That brings us to the portion of our program where we welcome our division personnel. Welcome to Walter Cox, our Associate Dean for Fine Arts. Walter Cox: My name is Walter Cox, I am the Associate Dean of Fine Arts and I have been for about 3 years now. I have been around El Camino College on and off, since about 1986. I love working here I love the college. (Walter got a shout out from our Curriculum Chair, Janet Young!)

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just a few things, quickly from me. You have seen the emails this week, we are doing a lot to support our undocumented students. Please do push that information out to your students and consider attending some of these great events that our Dreamers Task Force is offering.

Thanks to our senate reporters. We have one reporter for each division (J. Casper, J. Baranski, P. Lau, A. Brochet, C. Striepe, C. Wells, A. Alvillar, P. Marcoux, D. Meeks, C. Schult-Roman, S. Di Fiori), so we appreciate you sharing what you are hearing at the meetings with your colleagues so we can make sure they are well informed.

The senate evaluation is going to be coming out soon. Watch your emails, senators. You will received an email with a link. We are going to be focusing on the functioning of our senate, our purpose, and the achievement of our goals. We will have a raffle this time to increase that response rate from what we had last year. We've spared no expense, so watch your email!

Our College Council minutes are available online. Speaking on online, thanks so much to Ann O'Brien and our Marketing & Communications Team. They have made it so much easier for faculty and students to find Canvas. Please share this with your students. When I talked to my students about this, they actually cheered because they were so happy to have an easy link to Canvas. It is on the home page at the very top. P. Marcoux: It was surprising how few colleges do; I found 1 in 6 or 7 that do. KDD: Thanks to Pete for sending this example from Antelope Valley. Pete sent us a model and Ann replicated it for us.

b. VP Compton College – Amber Gillis

Unable to be here today.

c. Chair, Curriculum – Janet Young

We conducted the annual curriculum training over two days, because, as Lars has said, it is too boring to do all at once. We submitted our certification form to the Chancellors Office. Yeah, that is HUGE. The reason that it is a big deal is they need this form. When they get it, it demonstrates to them that we warrant the expanded authority that the Chancellor's Office is giving us in relation to the curriculum approval process. Last year they gave us more authority, and now this year we have even more. We had to go over these topics in our training. The expanded authority allows us to locally approve: all credit courses, cooperative work experience, modifications to all existing credit programs except for ADT's, new local degrees and certificates, but not ADT's or CTE's. We still have to send non-credit courses, non-credit degrees and non-credit certificates to the Chancellors Office for approval, but they are working on that. They want to give us that approval too with the caveat that, if we refuse to follow the requirements, or if it's found out that we aren't complying with them, then we won't be able to approve anything locally anymore. All our curriculum would have to be approved by the Chancellor's Office. That is never going to happen to us, we will do our very best to remain in compliance. That is why the Curriculum Committee works so hard, we dot our I's and cross our T's. KDD: How much time would that add to the process if everything had to go to the Chancellor's Office? J. Young: 4-6 months; it could throw you off for a whole year if the timing isn't right.

Certificate changes; this was effective in July 2018. If a certificate comes in and it's a credit certificate, 3-7 units is a Certificate of Accomplishment. If it is 8 - 15.5 units, then it can be a Certificate of Accomplishment or a Certificate of Achievement (it used to be 12 units). 16 + units is a Certificate of Achievement (used to be 18). We are focusing on what it is now. What we are looking at as a committee though, is recommending that as many certificates as possible come in as Certificates of Achievement, because Certificates of Accomplishment do not appear on the students' transcripts. Sometimes they are appropriate, because they are called stackables, or it might be something that they can get and they can take it to an auto body shop or elsewhere and get a job. Stackable meaning that it could lead to a Certificate of Achievement or degree. There are cases and ways a Certificate of Accomplishment is appropriate but mostly we want to see Certificates of Achievement. It's not all about the money, we know that. But we get more points in the new funding formula for Certificates of Achievement. The main thing is that it is on the students transcripts and that is important.

We have completed the transition of our current PDF catalog to the Acalog system. It has been reviewed from various departments. DigArc, I found out today, has made most of our changes. They have a couple of questions for us. Then they will conduct training. Then we can customize the catalog. As soon as we get it stabilized, we can do a sneak preview. The next phase will be our Curriculog component, uploading forms and setting up the Google process for that. During this transition, we have moved to a paper process. Proposals and forms are emailed to the division, faculty make the changes on the form, and send them back. Things are moving smoothly thanks to the divisions. I have been joking around that we are not using Curricunet anymore, we are using "CurricuJanet". (There were a lot of laughs with that comment) We have reviewed articulation for the high schools for 19 courses. We have 35 more courses slotted for the October 19th. We are a mean curriculum machine!

J. Troesh: With the Certificate of Accomplishment, we have some forms that say the certificate of accomplishment is 12 units, some say 18. The Chancellors Office has 9 units? J. Young: Now you can get 8. This is the new rule, as of July 24th. J. Troesh: We need to make sure this is broadly distributed because I know that everyone in the department needs to sign off on this. There are people who will probably argue that it has to be 18 units. J. Young: All the CCC members have been trained on this. J. Young: But I do think it is a good idea to get this information to the DCC's. This will be in our minutes and notes, too? KDD: Yes. C. Wells: I know we have some Certificates of Achievement that are 30 units. Is there any discussion as ways to lower those units to make them achievable? J. Young: The CCC has never prescribed that, but there are some 20-30 unit certificates. C. Wells: My questions is, where does this discussion take place? J. Young: In the departments originally. Then it can be brought to the CCC. Some of these were brought years ago. I

know we reduced the ADTs' units for degrees down to 18 because we had to. Do you have some that you are concerned about? C. Wells: Music; they are happy with them. My concern is that they have generated two certificates. J. Young: Well that is something to think about and discuss at division meetings. We'll be doing program review. J. Troesh: Can we as a Senate say this is what we think an ideal, model or recommended... I don't know what word to use so it's not prescriptive. But it's like we would like to see more of these things? J. Young: Do you mean not 28-30 units? It is really up to the department. P. Marcoux: Can we create a document that shows if you have a 30 unit certificate, you will only have two people. If you have a 15-unit certificate, you will have this many people that obtain certificates? J. Young: I can't imagine going from the top down and prescribing it. I think if we said that you might take a look and think about it, that would be our first step. C. Wells: Can we generate the data? J. Young: It should be in your Program Review, it should have all your certificates. KDD: We must publish somewhere our certificates, and degrees. C. Wells: It is on the Institutional Research page. P. Marcoux: We have a column with how many units for each one. C. Wells: I would like to see how many students are in their major and how many degrees or certificates they get. KDD: How many people complete? C. Wells: Some departments are really large and have a lot of majors and they generate a lot of certificates. Others are relatively small and should generate proportionately less certificates. J. Young: Our first step is to let the departments decide that. C. Wells: I am looking at it from the Guided Pathways point of view. C. Brewer-Smith: I am trying to understand. The certificate coming from your department, they have to wait until they complete the 30 units before they get that certificate of achievement? C. Wells: That is my understanding. C. Brewer-Smith: So they should be moving up on their pathway. So that would motivate them to keep going to get that last piece of paper. They should want all three of their papers.

d. VP Educational Policies –Darcie McClelland (pg. 17)

KDD: Darcie is going to be our delegate to Statewide Senate Plenary. Thank you so much for agreeing to serve and represent. Part of what you do at Plenary is you consider resolutions that are coming through the area meetings. We had our Area meeting on Saturday and I think Chris was there and Darcie was there. It was held at Compton, there may have been more from El Camino. There may be coming to the statewide senate a resolution of no confidence in the Chancellor of the California Community Colleges. We wanted to give you a bit of an update on what is and isn't happening with this and some of the different perspectives. We talked about some of these things back in the spring and again this fall. Approximately 6 of the 114 Community Colleges have passed some form of a resolution that relates to lack of consultation on some key initiatives in the state: the fully on-line college, AB 705, and performance based funding. We have talked about different perspectives on this, for example, do we have enough information to make a determination about whether to vote and how to vote? Is this an effective way to respond to concerns? Darcie, I am turning it over to you. D. McClelland: A resolution for a vote of no confidence came from the Area D meeting. C. Wells: Is that San Diego? D. McClelland: Yes, San Diego. Area D voted to not bring the resolution to Plenary. They actually voted it down at their area meeting. That being said, the folks could still bring the resolution to Plenary if they wanted to. They just have to get four delegates to support them and then they themselves can put the resolution on the ballot at Plenary even though it didn't go through the area meeting. KDD: What does it mean if it doesn't come through Area D? D. McClelland: It is telling us it doesn't have majority support from their area to be able to make it onto the ballot. So within Area D, the majority of the representatives voted not to send this to Plenary. It wasn't explained what their reasoning was behind this. They chose not to support it. KDD: It sounds like this is a bit of a longshot that this will come to Plenary. However, because there is a possibility, we wanted to talk about it. D. McClelland: Because there is a possibility, this is potentially controversial enough that I wanted to get a feel for where you all stand. If this is something that I need to vote on at Plenary, then I want to make sure I'm not voting as me, Darcie. I want to be a representative of the faculty at El Camino. I wanted to get an idea of what people are thinking. C. Wells: I want to make sure we know that our executive board of our Union did a vote of no confidence. I don't think that was the appropriate place to take a stand. But I think it is important to realize that we have been represented as supporting it by our Union. P. Marcoux: I am on a listserv of senate presidents throughout the state. I have been kind of following it and I don't know enough

information to vote either way. I recommend if you have to vote, we abstain. I don't think we have talked about it enough in here and I can't speak for any of you, whether you know what is going on. C. Wells: If they bring this up, I would want to break it out by issue. I don't think an overall vote of no confidence on the Chancellor is appropriate. There may be some issues where there wasn't enough collegial consultation, and I think we need to be very specific. R. Diaz: FACCC's stance has also been to oppose the funding formula as well as the on-line college. They have encouraged individual Academic Senates to abstain from that. J. Troesh: One of the things to think about with voting is, whether it passes or not is often times not as important as the numbers that end up being there. Personally, I think abstaining makes a lot of sense. It leaves an opening if a lot of people abstain, they can bring it back with another vote. There might also be an advantage for a devil's advocate type of thing of voting no, even knowing it doesn't pass. If a significant portion do vote no it might send a message to the Chancellor that some things need to be corrected. C. Wells: Historically, the discussion at Plenary is very informational. They take turns going back and forth with pro/con. The people that get up and make arguments generally are good with providing evidence. My feeling is that we aren't informed enough at this point. I trust you [Darcie] to make the right choice. KDD: That sounds like a pretty good consensus. Thank you everyone for your feedback.

e. VP Faculty Development – Stacey Allen (pgs. 18-19)

S. Allen: Our minutes are on pages 18 & 19 of the packet. The bulk of our meeting actually was devoted to discussing the climate survey. Gina Park and Linda Clowers came to share some of the same data that was presented here at the senate. We didn't have a lot of time to discuss some of the other items on our agenda. We will pick up where we left off next week. One announcement about Informed and Inspired is next Thursday. We invite you to attend, our own Anna Brochet will be one of our presenters along with Lori Suekawa and Monica Lanier. The title of their presentation is *Preparing for Generation Z: Teaching and Engaging a New Generation of College Students*. If you missed their PD Day presentation I really encourage you to come. I did see it on that day and we had standing room only. It was really engaging and enlightening and you will feel old. I am warning you, you may feel your age. But it was very inspiring, so we hope that you attend that.

f. VP Finance – Josh Troesh

I will yield my time.

g. VP Academic Technology – Pete Marcoux

I'll do the same.

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

Boy, we have a lot going on. The ALC is very busy and we are working on finishing the last ILO Assessment. Josh is helping me with information literacy. We are planning for the Communication ILO next semester. Some faculty will remember they used the rubric to grade an assignment, that was part of our ILO Assessment. That will be one of the problems again. It will be early in the semester, so you can plan for it. We are also going to try to put together an assessment on the SLO & PLO Assessments that align with the ILO. We will sort of have a double way to assess that ILO next time. That is kind of the way the whole process was designed but we haven't done it that way. We are also working on some different forms for changing SLO's, having multi-section assessments. We are working on faculty surveys to assess our assessment process. Linda Clowers and I are going to have a faculty survey for people who have worked on program reviews. Lots happening there. Our status reports are the best they have ever been, I don't have the exact numbers. We are over 90% for our assessments, that is great. Some of the quality of the actions have led to some really good justifications for things that are coming out in Program Review.

Speaking about Program Review, our Program Review planning training session, we have one planned for people that have done program review in 2018. They can bring it to this workshop, we'll help you put into Nuventive, then IR will have a presentation on how to use Nuventive for Program Planning.

This semester we are still missing 5 program reviews. The drafts were due in September. So that is really not a good thing. We are having an orientation this semester for next year, just as we did last year. We tried to give people a 10-month heads up. I wrote our program review this semester as well, so I understand how lengthy and time consuming it is. It does take a lot of time to do program review, so you need to start on it right away. Sometimes the hardest part is getting feedback from your faculty. The lead faculty member has to rely on other people in your department. Starting early is the most efficient way to complete your program review. CTE programs too, the 2-year/3-year program reviews, we have 10 this semester and we have only received 4. As you go back to your department meetings, if there is anything you can do to shake up your department a little bit to help, please do it. This orientation, we'll be there to explain the new survey platform that the campus has. Also we will explain how you can use IR to get different types of data for your program review.

Close to the end of the semester, we are having an entry report workshop. So if you bring your SLO or PLO data to the workshop, we will help you put it into the computer. We need to stay on top of these and continue to complete our assessments and program reviews in a timely manner. It is important for justification for resources, accreditation, and they are very meaningful documents. We need to improve a little bit on our efficiency rates. KDD: If we want this to be a faculty-driven process, then we need to be driving this process and that includes making and meeting deadlines. The alternative is for us to be reviewed by external bodies and groups. If we had a dollar for every time we've heard Russell say in this room and in other venues, "Look, if you need help let me know, I'm here and we'll help get you to the finish line," we would all be rich! So it's not from a lack of trying or effort or support certainly from your end, Russell. I am really concerned about this. Five program reviews that still haven't been submitted, that is a really big red flag. Senators, if you can help us get the word out, please take back the message just how important this is. Our departments need to work together. For accreditation we need to have sustainable, continuous, quality improvement. And to show that our program review processes are ongoing and systematic. Right now, if we have people not meeting deadlines, then we don't have a systematic process that is working for us. Thank you and Linda Clowers for all your leadership and your hard work, but you can't do it for us.

R. Serr: I do have to say this. The people on the program review committee take a lot of time to review program reviews every single week and they bring some fantastic recommendations to the meeting. So I want to thank everyone who serves on that committee. C. Wells: I know some people have the misconception that the program reviews aren't read. I want to assure you that when I look at the profiles of the people asking for faculty positions, I read their program review. So some of the things that we are seeing in their program review might actually influence that process. So I think you want to be aware of that. KDD: Thank you Chris, important point. This is not a fruitless exercise and this is not just to keep our accreditation. This is a meaningful and important part of our decision-making process on campus. In terms of which programs get funded and which ones go forward. Thank you and if you could help us with this messaging, we would appreciate it. We want to be sure to support our faculty leaders.

We need to change our order of business so we can hear from Wiley Wilson. S. Bray motioned, S. Donnell seconded. All were in favor.

G. INFORMATION ITEMS –DISCUSSION

ASO Update – Wiley Wilson

W. Wilson: Good afternoon everyone. We are holding the ASO Special Elections, please encourage your students to go out and vote. The booths will be available today and tomorrow from 10 am – 2:00 pm, and 4:00 - 6:00 pm. We are also having a blood drive today and tomorrow from 10 am – 2 pm. The good news is as of last Friday, most of the senator positions had been filled for every division. Fine Arts, Business and Natural Sciences divisions as of this week will be deemed active. They will most likely be the only active ones until spring. Unfortunately, we will not be holding Movie Night this semester. We couldn't get the paperwork done in time. Spring semester we will be holding 2 movie nights. We are making plans to hold a Family Thanksgiving Dinner, where we will be giving out gift cards for turkeys from Ralphs. I will give you more information on that soon. The most important thing, more Metro U Passes will be released for spring. I will give you a heads up on how it works. Tier 1 will be 100% subsidy only for homeless students. Tier 2 is 50% subsidy only for students in programs (5 specifically). Tier 3 is 25% subsidy and for all other students. Please let your students know these will most likely be released the 2nd or 3rd week of spring semester. If you have any questions for ASO, I will be happy to help you.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I promised Kristie I would be fast. I have a little nagging to do. Your deans should have sent you the accommodations training from Keenan. That training is on how the law works for AB 504. How faculty members can be affected and what we are required to do by law. We will follow that up on Professional Development Day, when a lawyer is coming to present. The training is about 40 minutes long and you get an hour of flex credit. You do have to go into flex reporter and sign up for a conference. Next semester it will be classified employees and managers that will take it.

Last week HR sent out a survey. We are getting rid of the Applause cards, most didn't use them. Occasionally, when I was dean and someone was in trouble, I would get 8 Applause cards. I wonder how that happened. So they are trying to find out what employee recognition might be the most valued by our employees. Please take that survey and ask others in your department to take it.

The portal team sites are going away the end of winter. We want people to use Canvas as their team site. ITS is super busy already, and there is no point for them to maintain both of those sites. Please let others in your division know that.

I wanted to give a shout out to Janet Young. It doesn't affect faculty so much. I don't know if anyone ever read the Board Agenda, we used to write out all the changes to curriculum with strike outs and underlines. Then we would repeat it, clean, maybe 26 pages long. Now it is ONE page. There is a table now with the changes. For example, "We updated the textbook." One page and no BOT member noticed. (Laughter) It was wonderful for my office.

J. Casper: I have a question, for the training, how do we adjuncts take the training? J. Shankweiler: There is no place in flex reporter for you to register so keep your certificate. Keenan keeps a list of those that take the training.

Ross Miyashiro – VP of Student Services

Will give his report later.

E. UNFINISHED BUSINESS

AP 4055 Academic Accommodations for Students with a Disability: 2nd Reading – D. McClelland (pgs. 20-29)

KDD: We are going to vote on 4055, so I need a motion to approve. P. Marcoux motioned, R. Diaz seconded. I am turning this over to Darcie. D. McClelland: We went over this last time. We put in timelines if students are having

issues with their accommodations. We put in timeline for how those will be handled. There are a couple of minor changes since we last went over this. On page 23 of your packet, the Council of Deans made a change. The last sentence under #3 says, “at this point the SRC will attempt to resolve the conflict.” It used to say within 10 business days, the Council of Deans changed it to five. They felt we needed to get these things done in a more timely manner. It does impact our students’ education. That just moves up the timeline there. Another small change on page 28, which is another timeline change. Under the paragraph that says appeals. The Council of Deans has changed that from calendar days to business days. J. Shankweiler: It is the same number of days. D. McClelland: Yes, calendar days to business days for consistency. Those were the only small changes. There were questions that were brought up last time about service animals. I did check into that, and that is a separate BP/AP that is being developed that will be BP/AP 3440. HR is currently working on that. That will be an entirely separate policy. Any questions? KDD: Typically with board policies and administrative procedures, we look at them sequentially. We look at them and then we send them onto the Council of Deans. Sometimes we do it in tandem just to keep things moving. We don’t want to confuse you with things coming back from another body. We have a lot to get thorough and we are trying to be as efficient as possible. Questions? P. Marcoux: On page 22, under reasonable accommodations. I had an interesting conversation with a student last week. She was under the assumption that she could turn in things late. She told me she had accommodations. So she thought because we worked on an essay for 4 weeks, that she would get 8 weeks. So should we say for “Test accommodations in class?” J. Shankweiler: But this is general accommodations. Accommodations cover a whole myriad of things. P. Marcoux: But it is only in class. I took the Keenan thing, and they didn’t really specify the “in class” accommodations. KDD: Which section are you referring to? P. Marcoux: Reasonable accommodations gives a list. If people give a take-home test, should it specify and should they get extra time? KDD: The paperwork should specify. The only way you are going to give someone an accommodation is if you get the paperwork from the SRC and it says double the time on the quiz. P. Marcoux: On a take home quiz or in class quiz? J. Shankweiler: I think that is a misunderstanding the student has. We need to clarify that with a disability specialist. P. Marcoux: Maybe they need to make that clear on the form. KDD: Maybe there are circumstances where on a take home test they do get more time. I don’t know. Good question. C. Brewer-Smith: I was under the understanding that when we sent the test to the SRC, they doubled the time over there. P. Marcoux: That is our assumption that it is an in-class test. Is that a good assumption to have? C. McFaul: Especially since we have more distance education. If you give a test for 2 hours, do you give someone who needs accommodations 4 hours? Do you allow them more time? P. Marcoux: In Canvas it is pretty easy to do that. J. Troesh: I disagree with the easy. I have to do it manually for each student for each test. C. Brewer-Smith: Doesn’t the SRC give the student the help they need whatever it is? Reading, longer time, taking it in the SRC? Is that reasonable? J. Shankweiler: That is the catch there, reasonable. S. Donnell: I think everyone has always interpreted that as tests in class. KDD: We can follow this up with Gray. Ready to call for the question? Lars called. KDD: Motion carries, thank you everybody.

AP 5500 Standards of Student Conduct: 2nd Reading – D. McClelland (pgs. 30-36)

KDD: I know that we looked at this at the last meeting, but we also need to look at BP 5500. We think it would make more sense to wait until BP 5500 has made it through Ed Policies. Then we can bring both of them together. I would like to request a motion to table this until we get to BP 5500. S. Donnell motioned, C. Wells seconded. All were in favor until we are discussing BP 5500. Stay tuned.

F. NEW BUSINESS

AP 4022 Course Approval: 1st Reading – D. McClelland (pgs. 37-39)

D. McClelland: On 37-39 of your packet, is AP 4022, course approval. Specifically, we looked at procedures for approval of non-degree applicable credit courses as well as degree applicable credit courses and the procedures they must follow. It came from Curriculum and has been reviewed by Ed Policies. Everything is spelled out on page 37. On page 39, is the associated CCLC Template. Are there any questions? S. Donnell: The addition of the template? D. McClelland: That was actually the only modification that Ed Policy made. KDD: Does that answer your question Sean? S. Donnell: Yes. So this is brand new. D. McClelland: Yes. A. Josephides: In the first paragraph it says that all new courses shall be approved by the El Camino College, etc. In the last line it says that all new courses shall be approved by.....is that redundant? Is that a line that wasn't edited? If we are going with one or the other, which one are we deleting? D. McClelland: We will change shall to must in the first sentence. And delete the last line. KDD: There are two shalls, do they become musts? J. Young: Yes. KDD: Thank you Analu. C. Brewer-Smith: Do we need wiggle room? J. Young: There is no wiggle room. A. Josephides: This is very consistent with the musts throughout the document. KDD: Yes, it is. R. Diaz: For number 4, is it for certificates? L. Kjeseth: Correct me if I am wrong. All those are about standalone courses, things that are non-degree applicable would be applicable but not part of an approved program. So number 4 is not about certificates, it is saying in course work for an associate's degree you can't have more than 18 semester units of courses that aren't part of a program. J. Young: Thank you, Lars. When we were presenting this to the CCC, I had to keep calling this stand alone. C. Wells: On page 39, do we need to specify what that limit is? KDD: Yes, 18. D. McClelland: That is the template you're looking at. Our policy is on page 37. I just included the CCLC Template for your reference. We have specified that in our policy. KDD: We will see this again at the next meeting. Are there any other comments?

G. INFORMATION ITEMS –DISCUSSION

Institutional Research: Measuring College outcomes, Past & Present – Carolyn Pineda

KDD: Thank you for your patience, Carolyn. She was actually on the agenda two or three meetings ago. She has been hanging in there. Thanks Carolyn. C. Pineda: I am going to give you a brief update on what as an institution we have to do with our IE – Institutional Effectiveness Outcomes. Basically, after the Chancellor released his Vision for Success, all colleges are being required to align their outcomes and goals to the Chancellor's vision. I am going to give you an overview of the work that started with the Strategic Planning Committee that met at the end of September. There are a lot of changes that are happening in the state that are affecting how we have to set our institutional goals. The student success scorecard which is something that the Chancellor's office has always had available and is something that is presented to the board annually, will be discontinued I think starting this year. Also to be discontinued is the IEPI – Institutional Effectiveness Performance Indicators. Annually, we would need to submit performance indicators to the Chancellors office; that is also being discontinued. As you all know, we have the new Chancellor's office Vision for Success metrics, the new funding formula metrics, and Guided Pathways. What the Chancellor's office is doing in place of the student success scorecard, they are going to create something called simplified metrics. They are going to have metrics available for all colleges based on what will help provide for Guided Pathways and providing funding for that type of thing. The scorecard is irrelevant for what we are doing now. These were the Institutional Outcomes that we are going to discontinue. They were from the old scorecard, and they aren't what is happening in the state. Now the mandated goals that the Chancellor's office wants us to look at are degrees and certificates, transfers, the CSU and UC transfers. We will set goals for that. We will always track our transfers overall. We are focusing on CSU and UC transfers, time to completion, completing degree/certificate/transfer, job placement in the field. This takes into consideration the achievement gap and narrowing that and aligning our goals with the system-wide goals. R. Newell: We have been waiting like two years to change our codes to track our students' job placement. We have a code that is not relevant to our industry and it seems like they are constantly waiting for somebody to do that instead of somebody just putting in numbers. C. Pineda: I will look into that, especially now that it will be connected. I'm not sure what the process is to change that. J. Shankweiler: We have a consultant right now that's looking at all CTE programs and he's

going to give us a report and then we can change those. They recommend what the changes should be. Is welding one? Cosmetology? The consultant is working on that right now. C. Pineda: In addition to the mandated goals, there are recommended goals that we are going to include. Looking at our students enrolled in Fall that continue to the Spring, it is still 30 units but in the first year. It kind of aligns with Guided Pathways. Progression towards transfer-level coursework in the first or second year. Full-time enrollment (15 units per semester). And also Employment and earnings is one of the recommended goals. Again, this all ties into funding formula. I'm sure you've seen this before, the 3 factors are: Access (FTES), Equity (serving low-income students), and Success Factors (completion, transfer, wage earning). This slide shows details of what the success metrics are. The success metrics are: Associate degrees, awarding ADT's, certificates, CTE unit completions, Transfer, Transfer-level completion of Math and English within 1 year, Regional living wage attainment. All these are being considered now as we are updating our IE outcomes. KDD: The premium is for Associate degrees for transfer? ADT's? C. Pineda: I believe so. J. Shankweiler: They are 3 points, everything else is 1. C. Pineda: Next up in our internal process in our Outcomes. November 2nd is the next strategic planning committee meeting. They will finalize the revised goals. The consultation process will be doing the rounds again once they finalize everything and have the handouts ready. We may come back just for an information item. Part of the legislation is that the colleges must set goals that align with the vision by January 1st, 2019. I think they are going to work very hard to ensure that we meet that deadline. Any questions? KDD: How is the first day without Irene? Are you guys OK over there? C. Pineda: We feel like she is on an extended vacation. We keep saying that she is coming back. KDD: Thank you Carolyn.

Institutional Research: Strategic Planning – Ross Miyashiro

R. Miyashiro: I am here because Irene's not here. KDD: Do you feel the pain? R. Miyashiro: Yes, we all feel it. We are handing out a marked up version of Board Policy 1200. I am going through a short presentation about our strategic planning. I would like to get everyone's input. What is the relationship between the strategic plan and the educational master plan? Which has the overall ECC direction and goals? KDD: Both? Ross: They are not duplicates. Second, which is highest in hierarchy for planning? [Mumbling among the senators at this point.] And finally, which do we write our program reviews to? What I have got from each group, is that no one is sure. We all take a stab at it, we all want to say with confidence that we know, because we are writing all this planning. But we aren't 100% sure.

We wanted to bring clarity in the vision, mission and values of planning and budget. This proposed change to the Board Policy 1200 will clarify and provide a clear roadmap for everyone at El Camino College. When we write our planning documents for Program Review, this proposed change will add flexibility because right before me you saw all the metrics of the state are changing. The way we have it now, for us to change with it, we would have to go through a whole consultation process and go to the board, and maybe four months down the road do the exact same thing in our present form. This proposed change will add flexibility in making the strategic plan, vision, and values more dynamic and less static. Because we don't know where the state is going all the time. But we know as a college, that we need to respond. This will allow the educational master plan to serve as a guiding document towards planning and review. This proposed change will provide ECC people with a singular mission, vision, and set of values to create programming in all areas of the college. So we wanted a guiding light far, far ahead for our values, which articulated very well in PRIDE. Our mission. Does everyone know the first line of our mission? KDD: El Camino College makes a positive difference in people's lives. R. Miyashiro: Thanks right, everyone knows the first sentence. And then our vision far ahead. And then the Education Master Plan will help us with our day-to-day planning and Program Reviews.

This new board policy will act as a high level document. Board policies should be broad and over-arching. As you know board policies aren't specific but more of the whole umbrella. The proposed document covers El Camino College's values, vision, and mission. It does not get into the weeds of things, but creates a guiding light to lead the college. The weeds are the program review, which you tell the college where you are, what has worked, what hasn't worked, what needs course correction and what resources you need to make it a successful program. That's not what a board policy

should do. But it should give you that over-arching philosophy of where we are heading as an institution. Do you have any comments, concerns or questions? I am open.

S. Donnell: Here is the big oxford comma question. To use it or not use it? You are using it both ways here. R.

Miyashiro: I wanted to be diverse here. (Laughter) The comma before and? KDD: Sean is an English teacher. Just a little bit of background: This has gone through the Ed Policies Committee for feedback and input. But because other groups are going to be consulted over the course of the semester, we wanted to wait until towards the end of the semester, maybe on November 20th and December 4th to bring it to the Senate. That is when you will actually have a 1st and 2nd reading for this. This is a great way to get a preview. R. Miyashiro: The other caveat is that everything that is struck out, will not be lost. It is important and valuable institutional information. It will be housed in another document. Just for the board policy, we want it to be much more overarching. Thank you. KDD: Any other questions or comments? Thank you, Ross. We appreciate it!

FACCC Update – Rocio Diaz (pg. 40)

KDD: Thanks to Rocio, you have an update on FACCC in your packet. This is the first of many times you'll see this. This is going to be a great way that she is going to communicate with us about things happening at FACCC. She is one of our Governors at Large, and we are proud to have her in the Senate and on FACCC. R. Diaz: Hi everyone. The FACCC Corner sort of started off because I started including it in our Senate updates in counseling. I know it has been coming up in the last few senate meetings in terms of what is going on at the state level. We are going to start including a couple of FACCC updates in each Senate packet. So you will notice that for this round it is on the very last page. A couple of updates that I want to mention, is everyone familiar with FACCC? This is a membership association that represents all full-time and part-time community college faculty. They do a lot of advocacy at the state level, they also provide a number of professional development events year round. They support or oppose certain legislation related to education. They have weekly emails that you can sign up or subscribe to that to give you a synopsis of what's going on with FACCC. One of the upcoming events that we have is the Part-Time Faculty Symposium on November 3rd, at Compton College to review the needs of part-time faculty. A past event that we just had was on Academic Freedom, and I had the chance to attend. Josh also attended, would you like to talk about how it went? J. Casper: It went really well. We had speakers talk about academic freedom and what our rights are as educators. It was very informative. R. Diaz: Another one that is coming up that we are asking all faculty to save the date for is the Advocacy and Policy Conference. It is taking place in Sacramento and it is a Sunday/Monday conference because Monday is a lobbying day. We go to Sacramento and talk to our legislators on our different legislative priorities that FACCC is supporting or opposing. I do encourage you to go, it is a great event to go to if you haven't been before. We sit down and let them know our stance on issues, and we ask for support on some of these issues.

We have a couple of legislative priorities that have come up. FACCC does oppose performance-based funding. To give you some background on why they oppose this, in other states where performance-based funding has been implemented it hasn't been very successful. We also have some federal priorities, they support DACA initiatives. They are pretty active statewide and nationwide as well. C. Wells: Is FACCC talking about the vote of no confidence to the Chancellor? R. Diaz: I can't say, I have to double check. I know they aren't supportive with all of his policies. C. Wells: What specific things are they concerned about? R. Diaz: There is a letter to legislators, the online college, the funding formula, and consolidation of categorical programs. I know those are the two main ones, the online college and the funding formula. I can get more information for next time. C. Wells: I think it would be useful for our representatives at Plenary, to have that information. It just gives them more information. R. Diaz: I will get that. Last but not least, it is our membership month. We always encourage everyone to join both FACCC and the union. We work with the union to support some of these things. We think of ourselves as partners. There is an incentive through FACCC right now if you join. New faculty will get their first year free, so they won't pay FACCC membership until next September. If you want to join, let me know or it is on our website. KDD: FACCC has come up in a couple of conversations recently. That is one

of the reasons we thought it would be great just to have the connection to know that you are our contact. Thanks, Rocio!

Human Resources Update: Reviewsnap – Jane Miyashiro

Hi everybody, I know it is a long day. I will try to be very brief. I am here because I want to let everyone know we are rolling out a new system called Reviewsnap. Which is an online performance appraisal system. The reason why I am here to talk to you guys about it, is that you may actually be involved sooner than you realize. When we roll this out, in December or January, some of our deans, administrators, supervisors and managers will go first through the system. Some of our deans might be due for a “360 review.” When that happens, you might be involved in the 360 review process as faculty. In terms of the 360, we have different types that are part of the system. We have management level, direct reports, subordinates, peers and others. Others might be outside El Camino, depending on the role the administrator plays. You might be one of those individuals who is asked to do a 360 review for your dean. You will get an email notification from the Reviewsnap system, and you would fill out the evaluation completely online. I am working on a short video on how to give constructive feedback on a 360 review. In the past, we used to send out an email to basically every single faculty member that this person oversaw and it was a hit-and-miss who would participate. We want to be more strategic and purposeful and we want to get good feedback; my goal is 100% return rate. For your deans, it is a development plan. It is to help them develop as leaders and managers and become better at their job. The type of feedback that we are looking for from you is, what is your experience working with these individuals on a day-to-day basis? What are the things that they are doing really well? What are the things they could really improve on from your perspective? All that information will be anonymous in the sense that we will aggregate all the data and it will be the VP of that dean who will look at the information, look for the patterns, and make a development plan for that dean for the future. That is all I wanted to present for my 5 minutes. Any questions about it? J. Young: Are the Applause cards going away? Will there be any mechanism for us if we want to compliment a co-worker? J. Miyashiro: Yes, an email was sent out about the Employee Recognition Program that was asking for everyone’s feedback on what kinds of recognition you enjoy. We are collecting that information now, it closes on the 19th. We are also asking for individuals to be a part of that design team. C. Brewer-Smith: Is that review sent out to everyone? J. Miyashiro: The VP will sit down with that dean and they will say that they have 10 slots for example. They will ask which people would you like to ask as part of your review? They will have some say in that process and the VP will have some say as well. The first rollout will be administrators and supervisors. The second rollout will be classified staff. Third rollout will hopefully include faculty. KDD: We are trying to sequence this with one of the things that the senate is considering this year, the changes that we’ve proposed to the faculty evaluation forms. The content of the forms will all go through consultation, and this will just be the mechanism for how we will implement those. A. Josephides: You said something a minute ago about the deans and administrators. And the next group is the? J. Miyashiro: Classified staff and then faculty. A. Josephides: The faculty will be evaluated this way? Or is this different from the actual evaluation process? J. Miyashiro: The evaluation process that you currently have in place now will be changed to an electronic format. Evaluations are not going away, but the process but which you are doing it, paper-wise, would go to an electronic format with electronic formatting and signatures. KDD: We have a taskforce that has made a lot of recommendations for changes. If we can get that through the consultation process this semester, then it will be in place in time to roll out both at once. Both the transition to online and the transition to the new evaluation form. But this body has to approve them first. R. McMillin: I am curious how you plan to survey students versus faculty? J. Miyashiro: This system does allow for what we call “outside raters”, and that could be the students. We can build this into the system. A. Josephides: At this point, do we know if the committee that has been evaluating us might change? Or will that stay the same or have we decided? My committee that evaluates me has been the same committee, will that change? KDD: That is contractual with input from your department. J. Miyashiro: This is just a vehicle for which you do the process. It is not changing any of that. A. Josephides: I just wanted to make sure I understood that. Thank you. KDD: Thank you everybody and thank you Jane for coming in and giving us a heads up!

H. FUTURE AGENDA ITEMS

AP 7160 Professional Development, AP 3050 Ethics, BP/AP 4226 Multiple & Overlapping Enrollments
Institutional Research and Planning: Governance Review Process
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

KDD: I was hoping Ali was here to talk about the Social Justice Panel. Please take these flyers back to your areas and post them. This is a great opportunity on Wednesday, October 24th. A panel/presentation from our EEO Committee on Social Justice. You have heard Ali talk about his vision for our campus having a "Teach In." Well this is a "Teach in." I know he would appreciate your support.

J. ADJOURN

The meeting adjourned at 1:58 pm

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