

**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/Supintendent**

- 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:**

- Virginia Rapp

December 11, 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 eighth Academic Senate meeting of the fall 2018 semester to order on December 11, 2018 at 12:32 p.m.

## **B. APPROVAL OF MINUTES**

See pgs. 6-14 of the packet for minutes from the December 4<sup>th</sup> meeting. P. Marcoux moved, C. Wells seconded, and there was unanimous approval of minutes.

KDD: This brings us to the portion of our meeting where we welcome our division personnel, Dr. Virginia Rapp. This gives us a great chance to meet somebody who we haven't met before or hear a little bit about what is going on in their division. Dr. Rapp, welcome. If you would like to tell us a little bit about you and Business, you are welcome to come up here. Dr. Rapp: With Dr. Miranda's retirement last year, I became the senior dean. I'm not sure what that does for me or if I get any benefits. I have been here 19 years now, as the dean. I actually graduated from here, then went on to college and law school. I have been here for quite a while. In the Business division, we have a number of disciplines. One is Computer Information Systems, and I am the co-chair, along with Pete, on the Academic Technology Committee. I am also the co-chair with Art Leible, on the College Technology Committee. In our division right now, it is brand new, we are developing an Amazon web services cloud program. Janet has been very kind in helping us get that off the ground. It is part of a regional project that we are required to get off the ground and offer by next Fall. We are one of 19 community colleges in the LA district that are developing the program. It is designed where students can go from one college to another and get admitted in a very quick timeframe. We also have a Cybersecurity program that we are moving along. Obviously we have Accounting, an AS-T, which is the Business transfer degree which awards the largest number of transfer degrees right now. Other people are gaining on us. That is a little bit about me and the division.

KDD: Welcome and thanks for coming. This is a nice way to interact with you and know what's going on in Business. C. Wells: Can I make a quick comment too? When I looked at the number of units the students actually need to meet to actually get a degree, Business is one of the lower ones. They are much more efficient than some of the other divisions.

## **C. OFFICER REPORTS**

### **a. President – Kristie Daniel-DiGregorio**

We are still looking for someone to serve on the selection committee for Irene's position, the Director of Institutional Research and Planning. We are looking for full-time faculty. If you would like to serve or know someone who you think would be good, please pass that name along.

We will have our end-of-the-semester raffle later on in the meeting.

Another announcement, in case you missed it in the ECC News. Congratulations to Madam Secretary Traci Granger. She broke the 50-meter butterfly world record along with the National and Pan Am Records for her age group at the Pan Am Masters. She bested a 6-year-old record by a full second, swimming the long course in 31.27 seconds. She also took first place in other butterfly events. Rowdy Gaines, 3-time Olympic gold medalist and NBC commentator, came out of the announcer's booth to take a picture with Traci, he was so impressed with her performance. That is awesome and we are so impressed. Congratulations.

**b. VP Compton College – Amber Gillis**

KDD: I don't think Amber is going to make it today. We can circle back if we need to.

**c. Chair, Curriculum – Janet Young**

My slides are part of the demo later.

**d. VP Educational Policies –Darcie McClelland**

We haven't had an Ed Policies meeting since our last senate meeting.

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

Our minutes are on pages 15 & 16; it was the last meeting of the semester where we sort of wrapped things up. Over the Winter break we are going to be working on Spring PD Day, which is Wednesday, February 6<sup>th</sup>. We are also working on the tenure reception, where we will be honoring 17 faculty members who received tenure. Of course we will be working on Cornerstone, getting it up and running. We will no longer be using PD Reporter.

**f. VP Finance – Josh Troesh**

Nothing has happened in the last 7 days! (Laughter)

**g. VP Academic Technology – Pete Marcoux**

Yes, something has happened in Academic Technology. Mary McMillan has offered to use OER funds to pay for the lunch for our conference. So we will be offering 3 breakout sessions. I have invited a guest for later, Thurman Brown, he is the "man to know" on campus if you want anything technology. Stay tuned! KDD: Is he.....? Pete: He is the old Don Treat. KDD: I hate to do that, but that helps us place him.

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

Nothing new, just remember to finish your assessments. I recommend to do it before you leave school if possible.

Accreditation is right on top of us. It sure would be nice if we hit that 100% goal. Remember to turn in your assessments. If you need assistance, see your facilitator or myself.

**D. SPECIAL COMMITTEE REPORTS**

**Dr. Jean Shankweiler - VP of Academic Affairs**

Let me see, it has been a week. We are still working on AB 705. We had a little test at the beginning of December as registration started. The English 1AS students couldn't register. But we got it fixed, thanks to the team. Lars is on that team with many others. Guided Pathways is having a summit on January 25<sup>th</sup>. If anybody is interested, you can get flex credit or a stipend. We are having program mapping workshops. We are having speakers from the Educational Advisory Board and we are working on meta major card sorting at that time. I think we are coming along very well this year with the meta majors. Hopefully, everybody is going to the holiday party tomorrow. The divisions are getting their wreaths ready. Luckily I have crafty people in my office, because I'm not.

**Ross Miyashiro – VP of Student Services**

Two quick things. One, the Holiday Winter Party is tomorrow from 11:30–2. We realized we don't have one for our night staff, so we added another party from 9-10 pm. We have a lot of employees who work from 10 pm to early in the morning. We wanted to do something for them too.

The last thing, some faculty sit on the IRB (Institutional Review Board). We had an incident where the state-wide grant person was given \$2 million to survey the veterans across the system. They came here and surveyed our veterans and they weren't previously approved by the IRB. So I requested that they return all the surveys they got from us until we see the approval process. I also emailed the Chancellor's Office and they confirmed that they got no approval to research without IRB approval. They went to Compton, and got Compton's approval and then did their research at El Camino.

## **E. UNFINISHED BUSINESS**

### **BP/AP 5500 Standards of Student Conduct: 2<sup>nd</sup> Reading – Darcie McClelland (pgs. 17-27)**

KDD: We are having our 2<sup>nd</sup> reading of BP/AP 5500. Since we are going to vote on this, I need a motion to approve. L. Kjeseth, seconded by C. Wells. D. McClelland: We'll start with BP 5500, then we'll go to AP 5500. So these are Standards of Student Conduct. Just as a reminder to everyone, the student discipline piece that spells out discipline procedures is coming in Spring. So this is the Standards of Student Conduct. Then the next part is what will happen if you violate this. Are there any questions or comments? P. Marcoux: Most of this is boiler plate, right? D. McClelland: Yes, this was revised and then came to Ed Policies. C. Striepe: Just a clarification, in the third paragraph, page 17, second sentence, should it say procedures for? KDD: Any other questions or comments? D. McClelland: Maybe we should ask if there are any questions about the AP? There were major revisions to this policy. We looked at this and revised in back in the Spring 2017, when we were talking about recording in the classroom. Most of the new changes have dealt with cannabis, since it became legal. We had to spell out our policy on cannabis. Then some minor revisions on sexual and gender-based misconduct. Questions? C. Striepe: "Students who engage in any of the following conduct" -- that sounds a little odd. "Are subject to" might sound better. J. Troesh: Nothing needs to be changed, but I know some people are prescribed cannabis for ADHD. How would we handle that? R. Miyashiro: They can't smoke it, they have to take it in pill form. KDD: Same with liquid or edibles? J. Troesh: This doesn't talk about smoking, it talks about any ingestion. P. Marcoux: That is unlawful possession, right? J. Troesh: According to federal law, everything is unlawful. I'm not saying that we have to come up with a solution, we are just caught between a rock and a hard place. J. Shankweiler: I had a lawyer look at this section and he gave me verbiage to put in here. KDD: Call for the question? All were in favor, BP/AP 550 passed unanimously, with those few minor modifications.

KDD: OK, that brings us to our first raffle. There are raffle tickets at each table. Make sure you have a ticket. Very expensive prizes as you know. We are not using El Camino College funding for these. Private donors. We will work up to our good prizes. We are starting with Trader Joe's, there is a run on these this time of year. We have two boxes of our Dark Chocolate Covered Peppermint Jo-Joes. First round winner, Charlene Brewer-Smith. Second prize, Starbucks gift card, winner Chris Wells. Now we have two Barnes & Noble gift cards, for your holiday reading. Winner, Joe Hardesty. Stay tuned, we have a few more we are going to come back to a little bit later. This is just a way to say thank you for hanging in there with us. We have worked so hard on ed policies. We are trying to catch up at warp speed. Thank you for hanging in there for our 8<sup>th</sup> meeting! We so appreciate you all very much. (There was laughter, clapping and cat calls by all)

## **F. NEW BUSINESS**

### **Evaluation Procedures Committee: Revised Faculty Eval. Forms: 1<sup>st</sup> Reading – K. Daniel-DiGregorio (pgs. 28-62)**

KDD: Now that brings us to new business. This is our first reading. We wanted to get to this this semester, just so you have plenty of time to digest it. We will come back to this in spring, and we'll see how many readings we'll need. This is dense and really important. If you have a look in your packet on pages 28-62, the mark-up and comments are pages 28-49. You have essentially two versions of the same document. The first one shows you the mark up, the second one is a clean copy. You also have at your table, one copy of the original forms. I am not trying to throw too much paper at you, but I know sometimes it is really helpful to have the original. Some prefer mark-up and others prefer clean. I will start with the mark-up and the comments. I'm going to give you an overview. Chris Jeffries is going to try to join us. C. Wells: Where does the clean copy start? KDD: Pages 50-62. Then the original forms are at your table, not in the packet. KDD: I will give you an overview and context for this. The Evaluations Procedures Committee is mentioned in our contract, Article 20, Section 5. It lays out the composition of the committee. You have one representative each from the district that was Debra Breckheimer. One representative from the Academic Senate, me. A Federation representative, Chris Jeffries. Because we already had classroom and counseling faculty on the committee, we also wanted to put somebody in from the library so Gary Medina was also on the committee. The forms that you have at your table are the forms that we are currently using and those are for instructional classroom faculty only. There are also forms for counselors and librarians, but those don't appear in the contract. That is something I believe that will change in the next set of negotiations. So we can make sure the contract is more comprehensive. That will be up to the Federation, obviously. We will be beginning with the forms that are in the contract which are for classroom faculty. The other thing to keep in mind is we are just looking at the forms. We are not looking at the evaluation process. There was a question about who was going to evaluate me? That is in the contract, that is something that may or may not come up during negotiations. Once we settle on the forms for classroom faculty, then the librarians will take the forms and adjust them for context. Then the counselors will take the forms and adjust them for their context. Is everybody with me so far? The purpose of the Evaluation Procedures Committee: From time-to-time this committee may, with the approval of the Academic Senate Council, change the report forms or make other appropriate changes in the evaluation procedure consistent with the article. So that is telling you that, certainly we consulted with a lot of different bodies before bringing it to the Senate, but that this is really senate purview. It is up to the Senate to make a determination about whether and which changes we should make to the forms. Our goals we set out as a committee, and we wanted to be really clear what our goals were. In our first meeting, we thought we would have one meeting and do everything else by email. Fifteen months later, we've been having weekly meetings. I saw Chris Jefferies more than I did my husband in the Spring. We are ready to take the show on the road. We did set some goals to be sure that we clear on what we wanted to accomplish. We wanted to revise the forms to make sure they were fair and consistent. It's not fair for us to ask students of a part timer whether or not that part timer is available during office hours because they're not paid, they aren't required to hold office hours. You can explain that away to students and in your self-evaluation but it is setting that part timer up to be measured by a yardstick that isn't appropriate. We wanted to remove vague, subjective and confusing language. Clarify the language in the instructions. If you have done your self-evaluation recently, you know exactly what we are talking about. It is very convoluted. Then we wanted to be sure we were aligning the evaluations and reports with the job description. We will talk about that more in a minute. We wanted to enhance the meaningfulness of the evaluation so we could support professional growth and learning. One of the things we are going to be hearing about with Cornerstone is we are going to be asking faculty to set a plan for their professional development. We are just aligning the evaluation forms with that effort. We wanted to investigate how technology can make this process more user friendly, so possibly doing the entire process online. That is our objective, so that we don't have so much paper. We are also looking at options for student surveys, and doing those online. Our other goal was to consult with other constituent groups; the Federation, Deans, and Institutional Research and Planning. Those were our goals. The progress we have made is that we have reduced the potential for subjective or irrelevant judgements. We mentioned that with the part-time faculty. The other issue with part-time faculty is that they aren't required to complete flex credit. We wanted that out of the forms for our part timers. We are trying to improve efficiency. I am going to show you in a minute an overview of a proposed, streamlined approach. We are really trying to reduce the red

tape so that the process is clear and less time-consuming for all of us. We are trying to enhance the clarity and usability. We clarified the self-evaluation and the conference report so that both of those are more user friendly. In terms of the next steps, we are hoping to complete the consultation process in Spring, in time to transition to the online forms for Spring. That is our plan, we set goals, we'll see how it goes. We have had two readings at the council of deans. We had 2 conversations with the Federation E-board. Then with the senate we'll have at least two readings. As I mentioned, we will have to adapt these forms for our online students. The student surveys in the contract are obviously for our face-to-face classroom instruction. We will need to go to DEAC and get their input on how they think we should revise. Throughout this process, we are getting ideas about online training for both the evaluators and the evaluatees.

If you want to have a look in your packet on page 28. Our first clue that there is definitely something wrong with the forms is that we had to create a chart just to figure out which form went where, who filled it out and who it was for. We kept finding that it was really hard to keep that information straight. That is essentially what this chart is. I am going to give you the Readers Digest version. I want to explain what we have in mind for the streamlining of the forms. Here is what happens if you are a probationary faculty. The current process is your dean/supervisor fills out a form. The peer evaluator fills out a different form. The dean may also fill out that same form if the dean chooses to execute a classroom observation. So we have two forms. The information from those 2 forms, the idea is that they are going to be combined into yet a third form. The problem with this process is that some but not all of the questions overlap. There are some that appear on the deans form but not the peer, and vice versa. The numbering system doesn't overlap. Question #1 on the combined report is question #10 on peer report. What is happening is, if you have done this recently, it takes you time to figure out what information goes where and you're not really engaged in the evaluation process. Then looking at our contract, we realize the contract only requires the combined peer/dean report. So we have those 3 forms. Plus, I have stuck these at the end because no matter who you are, and we are not proposing to change this, you are always going to do a conference report, a self-evaluation, and a student survey. So that is sort of a second category of forms. So what we are proposing for probationary faculty, is that we have an evaluation form for full-time faculty. Here is the form that faculty peer evaluators use, it is the form that deans would use. The takeaway from page 29, is there is a lot of overlap on our current forms we are using. We want to distill this down to one form that has the peer questions and the dean questions. With the caveat that there are certain questions that only the deans would answer. We are trying as much as possible. We don't want to answer the same questions on 3 forms. So the evaluation form for full-time faculty would definitely be completed by a peer, that is when you go and do your classroom observation. The dean also has the option of doing that. If they do a classroom observation, they would use the same form. If you want to have a quick look at page 31, that is the 2<sup>nd</sup> page of this new full-time faculty evaluation form, at the very top of page 31, in bold, we are going to have some questions that are only going to be answered by the dean. C. Jeffries: Let me clarify. The peer evaluator would not see the answers to that. There are some things that might be personnel matters that the peer evaluator shouldn't see. If it is personnel-related, only the dean will see that. KDD: Look at pages 40 & 41, that is not a change from our current process. Those questions are already part of the combined form. I think Chris, it is not necessarily about the conversation, it is about who is answering the questions. That is why those questions, on the full-time evaluation form, are highlighted "deans only". KDD: The dean answers that question, and the dean writes the combined report, so they can determine which questions they do and don't share. C. Brewer-Smith: I want some clarification on what the deans should say and what the peer should not say. Will there be some type of training so this is very clear? I can see this going wrong. C. Jeffries: That is the way it is now, to be honest. We haven't changed the way it's done, we have tried to eliminate some of the forms and overlapping questions. KDD: I agree we do need training. P. Marcoux: On page 52, 10 & 11 fall into that category. Assessing course SLO's? I don't know about that. Same with college committee work. I think that is a deans question, not a peer question. C. Jeffries: We are putting in a new area called "did not observe". C. McFaul: I am confused. You have 3 forms over there, a deans, a peer, and a combined. It seems to me that you aren't eliminating any forms. KDD: So there will be a different version for the dean. All the questions up to that point will be the same. C. McFaul: You combined questions, but you didn't eliminate a form. KDD: When it goes online, we are hoping they will be combined.

If you are a dean, and you are in the system, it will pull up your questions. If you are a peer, it will pull up my set of questions. That is one of the things we were losing our minds over, all the different forms. We are trying to streamline.

P. Marcoux: Put dean questions, or peer questions. That will cut down on the confusing. S. Potter: I scanned the student forms and two of the questions are about office hours. The peer evaluator will have those student answers. C. Jeffries: On their form they shouldn't have to answer yes or no. When it comes down to the combined form, and it has been an issue with the dean noticing it and the students saying it, then it can be discussed as "needs improvement". L. Kjeseth: You have mentioned twice that the combined one is written by the dean. I have been here for 19 years and it has always been written by everyone in the committee. We write it together. We all coordinate it together. Just so you know. KDD: Different divisions do things differently. Thank you for that, Lars. C. Schult-Roman: I don't know if it's too late for this. Last week I had a faculty member approach me and say something that they wanted on the combined form. They are interested in there being another question asking "what did I learn from evaluating the evaluatee?" I am passing that information along. KDD: I would incorporate this into the conference report. You know, "that is what I really appreciate about what so-and-so did in the classroom. I was really impressed with this idea." C. Nagao: On page 59, #3, what does that refer to exactly? C. Jeffries: It is more like a reflection, what did I find out about it? KDD: Can I add, on our current forms, it says to reflect on adjustments that you may have made as a result of the student learning achievement outcome assessments. We wanted to broaden this, because adjustment suggest that I found out there is something wrong that I need to fix. On page 28, we talked about probationary faculty. That is where the main streamlining is happening. For tenured faculty, the only change is just that we have revised the form. C. Jeffries: We changed the questions to the way we changed them on the probationary. It is the same form now. KDD: There is no change to the process. We will have a closer look at the forms. The tenured faculty have a peer evaluating, the dean may go in if they choose to, and you have these forms that everyone is doing. So you go straight from the peer evaluation form to the conference report, self-evaluation and student surveys. For part-timers we have created two new forms, we are trying to streamline. We want this to be a fair process. The faculty evaluation form now has a part-time version that does not ask about flex credit. It does not ask about office hours. It only asks about the administration of SLO assessments. It doesn't ask about the development, assessment or reporting. That is the only obligation that part-timers have is administer assessments. They need to support the administration of the assessments. The other thing we have added to those forms that come at the end, conference report and self-evaluation are unchanged. But we have created a new student survey for part-time faculty. It doesn't ask about office hours. That is kind of an overview of the process including some of the changes. C. Wells: Did you look at faculty evaluations at other schools? Are they pretty comparable? C. Jeffries: Yes. Some ask a lot more questions. C. Jeffries: We looked at Rio Hondo, San Francisco, Compton. P. Marcoux: I had to evaluate someone at Compton once and theirs is very involved. They have to create a portfolio. C. Jeffries: We really can't change the evaluation process, that's negotiable. We are just trying to make these forms easier to read. C. Wells: We are much more streamlined than a lot of other schools. KDD: We are asking the same questions they are jumbled up for some reason. You are spending a lot of time trying to figure out what goes where. Maybe we stop here because we have had enough. Imagine 15 months of this, every Tuesday from 5-6. A. Josephides: Because I want to rest for the holidays, I want to get this clear in my mind. With the proposed form that has nothing yet to do with librarians in the sense that librarians will adapt their own from that. In the possible future, in consultation with the librarians, we could develop forms that could end up in the contract, like these. Did I hear you correctly? KDD: Absolutely. A. Josephides: Our part-time librarians often don't teach a class where they provide student surveys. Maybe going forward we can think about how will we survey our students from the reference desk. That has been a huge challenge for us. KDD: The contract really gives you ownership. The librarians are the ones who should be advising us on how librarians should be evaluated. Counselors should be advising us. This will not be taken out of your hands. D. McClelland: If there is something that is kind of a major change, where is the correct way to suggest that? KDD: Before we reread this in the Spring? D. McClelland: Bring it to the Evaluations Procedures Committee. The best thing on our evaluations is 'satisfactory'. Shouldn't we all strive to be 'outstanding'? C. Jeffries: That is a negotiable item and it is not in the contract now so we can't do anything about it. KDD: If you think someone is

really outstanding, use your adjectives in your conference report to recognize someone who goes above and beyond. We will come back to this. If you have feedback, please email me and I will get it out to the committee. Thank you everyone, I know this takes infinite attention span.

## **G. INFORMATION ITEMS –DISCUSSION**

### **Information Technology Services Updates - Thurman Brown, ITS**

P. Marcoux: Thurman is in charge of the Help Desk and all the staff who work on the computers in the computer labs. If you need to buy technology, consult with him first and he will tell you the process. He is here to give us some updates on ITS. T. Brown: I am also in charge of all the AV stuff. Pete so graciously invited me to this meeting to help me with my public speaking. Next year, I have plans on changing the assignments for the technicians. One of the things I have found being supervisor is people get a sense of ownership in their area. We have labeled people specialists even though all of us should have the same skill set to be able to support you fully. That being the case, a lot of people call up and want to wait for a certain areas because someone is already assigned to it. There are people who may not be as satisfied with the service they receive. So in January, we are going to switch areas so the techs have the Winter to get acclimated to the areas. Then for Flex Day we will have them come and speak at your meetings. Then they can pass on how to get support from us. Rest assured, we should be able to support you. If you need help you can call the Help Desk, feel free to email me. If there is something you need to order or you need a license, please reach out and we will do our best. Hopefully, you will see a difference, keep your fingers crossed. Please reach out to the old unfriendly IT department. Questions or concerns? A. Josephides: I have a comment. This office is so wonderful always helping us out in the library. T. Brown: I can't take all the credit but thank you for the kind words. C. Brewer-Smith: Do we need to bring in our laptops for an update? T. Brown: If you need to update, please bring it in. Thank you very much!

### **Demonstration of New College Catalog – Janet Young**

KDD: My apologies to Janet. I thought this was part of her report. J. Young: We have gone over this with the college curriculum committee. We want to make sure there is an understanding about the student success funding formula and how that relates to the development of curriculum. The new point system that has been adopted gives us points for various degrees and certificates that are awarded. I won't go over this in detail, but students get a certain amount of points. There is a lot of excitement about the point system. How can we get more points so we can get more funding? It is a good thing we are all interested in that. The reason I am bringing this up is because a lot of people have been asking us about developing brand new certificates because it will give us some more points. I want to make a couple of points very clear. On one hand, the Chancellor's Office has reduced the number of units required for a certificate of achievement so we can have a certificate of achievement with 8 semester units. It is approved by the Chancellor's Office, then it can go on the student's transcript, which is a really cool thing. Here is the rub to keep in mind. A certificate used to be 18, now it is down to 16. It has to be submitted for chaptering, and it counts in the student success formula. Here is the big take away from this. The only type of certificate that counts toward the student centered funding formula is a 16 unit or more certificate of achievement. I was shocked; we were at an all-day seminar when we found out that these other certificates do not count. So you can have an 18-16 unit certificate of achievement now, which is cool, and it goes on the student's transcript. But it doesn't count towards the funding formula. Anything that is a non-credit certificate doesn't count, either. J. Shankweiler: I just wanted to point out that it was confusing because the Chancellor's Office sent out confusing information. J. Young: I blurted out at the meeting, "You have got to be kidding me". I was beside myself at the meeting when we found that out. It is because there is a lot of chatter about a lot of departments wanting to develop certificates because they think it will apply to the funding formula.

We are talking about the role of the College Curriculum Committee. Years ago, they told us we were the guardians of the curriculum process, which indeed we are. As a college it is important that we develop degrees and certificates that



are in the best interests of our students that meet all Title 5 regulations and local standards. Support the mission of the college and we are not just chasing points. Not that we ignore the idea that we need to develop certificates because the points are there. That is not the driving force for the certificates. Anytime a certificate comes to us there is a justification. Where the department explains to the college curriculum committee why we need this certificate. I just wanted to clarify that.

Next, we have been telling you about our new software product that we have purchased, Digarc. I will be forever indebted to our wonderful Vice President of Academic Affairs, Dr. Shankweiler. She let us get a really good product. It stands for Digital Architecture, which is totally cool. It is a catalog and curriculum management system because Dr. Shankweiler said, "OK, we are going to get this, but it has to do both things. It has to be integrated." Which was brilliant, actually. The status of our current catalog transfer is complete, so I am going to show that to you in a few minutes. The training for central users is going to commence at any minute. There is an ITS issue that they have got solved. The catalog will go live in Spring, along with our current print catalog. The full implementation of Acalog will be 2019-2020.

Curriculog, the curriculum management system, we have been working on revisions to the forms and the discussion of our process improvements. The CCC has been looking at what works, what do we need to get, what can we change, what can we do better? The development is supposed to begin in late December. Our team is ready to work with Digarc. Beta testing and training in Spring when we have TracDat. We trained 100 people. Full implementation of Curriculog in the Fall 2019. We have been reviewing curriculum all along. We reviewed 270 proposals. We are going to keep moving forward while we are getting this ready. I am going to show you the catalog. This is what it looks like. It integrates with our homepage. These are the different categories that we have in the catalog now, they transferred it over to the digital system. The thing that is really great about it is there are searchable features in it. There are other ways things are organized. If you look at our catalog now, which is a PDF, you have to click, click, click through until you get to the program or course that you want. This new program, you can pick a subject, click on it, it will give you the course description, it tells you if there is a prerequisite, and there will be a lot of information at our fingertips. W. Wilson: Does it specify which CSU or UC that it works with? J. Young: That is a really good question. Transferability only means they will take it as an elective. It doesn't mean it is articulated with a certain course. Counseling? S. Bray: Most catalogues are actually like this. L. Kjeseth: Back in my day, we were talking about how confusing it is for students to see transfer CSU/UC. Why don't we put that in the catalog at the course level? Shouldn't it appear in the catalog course by course, and any other course prep on the same page? J. Young: I think it would be really helpful. Let's look at the GE pattern. The Counselors are really going to like this. Two more things I want to point out. Once we get this up, in some cases the pages are long. This has to be printable. The Veterans office requires a printable catalog. We also have the general education. I will show you more in the Spring. I had some students sit down and log in and they loved it. That is just a brief overview, there will be more to come. Thank you.

### **Guided Pathways Updates – Janice Pon-Ishikawa & Jenny Simon**

KDD: We have one more presentation and then after that, our final raffle. J. Simon: We will keep this very brief. We want to hit a few points. My name is Jenny Simon and I am Janice Pon-Ishikawa, we are the Guided Pathways Coordinators. J. Simon: We have been working diligently this semester on a lot of activities. One of the main activities this semester has been program mapping. Which is basically groups of faculty and students talking about the paths or courses that students need to take to complete these various majors or certificates. J. Pon-Ishikawa: Are there recommended GE's that students should take that would match a particular major? Giving students a list of electives they could select from that would match their major. J. Simon: We are going to have 50+ program drafts completed by this semester. That is one big accomplishment. We are heavily involved in that. J. Pon-Ishikawa: The mapping will continue and we will continue to modify them in the catalog and then on the computer. Next semester we are also going to start talking about Metamajors. They are essentially clusters of majors or degrees that are similar. Maybe they have similar courses that the students take in order to get those degrees. Maybe the skills and knowledge is similar. We

are going to be developing these clusters. The idea is not to replicate our current academic divisions, we want to come up with new Metamajors or groupings. We don't want them to take excess classes. J. Simon: To inform our majors we are going to use 3 different types of information. One is the information from program maps and see what the common requirements are. We are going to do some major sorting in the Spring and group majors according to how they see them fitting together. We want to see how other schools do this and look at consistency. Our goal is by Fall flex day to have a few different version of the Metamajors. We will have a vote as a campus on what our Metamajors should be. J. Pon-Ishikawa: The next big event that we are going to have is The Summit on January 25<sup>th</sup>. A stipend is available for faculty. The event will be from 9:30-3. We are going to have groups speak to us about Metamajors and continuing our conversation about mapping. We are going to have some student focus groups in the Spring. We want to find out barriers that stop them from being successful. A. Josephides: If we are already working on the 25<sup>th</sup>, can we just pop in? J. Simon: Yes, you can pop in.

Raffle winners: Stacey Allen, Wiley Wilson, Russell McMillin, Claudia Striepe, Lars Kjeseth

#### **H. FUTURE AGENDA ITEMS**

Ed Policies: AP 7160 Professional Development, AP 5520 Student Discipline Procedures

AB 705

South Bay Public Safety Center

#### **I. PUBLIC COMMENT**

#### **J. ADJOURN**

The meeting adjourned at 1:55 pm

TG/ECC Fall 2018