

**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

**Counseling**

- Seranda Bray  
 Anna Brochet  
 Rocio Diaz

**Fine Arts**

- Ali Ahmadpour  
 Daniel Berney  
 Diana Crossman  
 Russell McMillin  
 Chris Wells

**Health Sciences & Athletics**

- Andrew Alvillar  
 Traci Granger  
 Yuko Kawasaki  
 Colleen McFaul  
 Russell Serr

**Humanities**

- Rose Ann Cerofeci  
 Sean Donnell  
 Ashley Gallagher  
 Pete Marcoux  
 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  
 Matthew Mata  
 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.**

- Bryant Odega

**Compton College**

- Paul Flor  
 Chris Halligan

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Dean's Reps.; Guests/Other Officers:**

- Carolyn Pineda

**Excused:** K. Striepe, C. Striepe, M. Mata

## ACADEMIC SENATE MINUTES

May 15, 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 seventh Academic Senate meeting of the spring 2018 semester to order on May 15, 2018 at 12:30 p.m.

### B. APPROVAL OF MINUTES

See pgs. 6-16 of the packet for minutes from the May 1, 2018 meeting. J. Young moved, P. Marcoux seconded, and there was unanimous approval of minutes.

KDD: We are moving right along to our division personnel. Make sure you ask Dr. Dipte Patel where she is going tonight. D. Patel: I am going to the Forum tonight to see U2. (KDD is also going and P. Marcoux seemed to be jealous!) D. Patel: Hi, I have been very fortunate to be here at El Camino College since 2001. My very first day here was 9/11. I will tell you, the experience that I had on that day really showed me how beautiful the people are that are here. To this day, that is one of the things that still keeps me here. The people that we get to work with. It was in the Special Resource Center. I started as an Adjunct Counselor and I filled a lot of different roles; Disability Specialist, and I wrote and implemented a lot of different grants. Then I became the Director of the Special Resource Center in 2006. I moved over to the Counseling division 3 years ago. KDD: Tell us what you do in your current role, I know that will take all day. D. Patel: The dean of Counseling sits in meetings all day (lots of laughter at this point). I am very fortunate to work with a phenomenal group of counselors. Guess how many counselors we have on this campus? (There were several guesses from the senators, all incorrect. We found out that there are 36 full time, and 64 adjunct counselors). We have counseling in 16 distinctive areas on campus. We don't want a passive model where students come to us, we go to students. We place counselors across the campus and we want to continue to make those partnerships with all of you. We want to continue to do so. In the role of Dean of Counseling, I have been fortunate to work on some different projects. One has been ECC Connect. It has the degree planner tool and it is in production, its live and being used. Students should have direct access to it within the next few weeks. They will be able to go in and create their own Ed Plan. The early alert tool is in there as well. There is a lot of construction going on, so we get to move into a new building. There have been a lot of exciting things within the division of Counseling. It's the general counselors as well as the First Year Experience Program, Career and Transfer Program. Within Counseling you will also see our Student Success Program, which is students that are on probation. Counselors are in other divisions as well, Student Support Services as well as Health Sciences and Athletics. Enrollment Services also, because of restructuring for the International Counselor, but all counselors report to me. We also have quite a few Outreach Counselors that go to local high schools. The goal and hope is to see students through that entire journey. Before they apply, as they enter, while they are here, as well as doing some exit counseling. Whether it is to a four-year university or we do career counseling and help with jobs. We do have something that is called job posting. I don't know if all of you are aware of that. If you go to the portal, there are job postings. We have about 135 new job postings each month from employers in the area. This is open to anyone who still has access to MyECC. We have some very loyal employers who help with that and we have an HBCU transfer agreement plan and that is where we are partnering with historically black colleges and universities across the country. Right now we have 35. The Valedictorian of Dillard, who just gave her speech, came from El Camino College. (Applause from all) She started at Compton Center and finished up here at Torrance. There is a lot of good stuff, and there are a lot of little things that happen. I think that is true of all of our divisions. There are phenomenal things that happen.

KDD: Dipte has forgotten about the Certificates Task Force. She was instrumental in helping us and came and spoke to us about helping more students get certificates. She is our chair of the Dreamers Task Force. At our last meeting we learned that El Camino, and not every college is doing this, but El Camino gave out an additional \$329,000 to support undocumented students with financial aid. D. Patel: You are right, we have done some phenomenal things on campus. I want to plug one more thing. You know we have the Stackable Cal Grants; Cal Grant, full time Student Success Grant, and the Completion Grant. In order for students to get that Completion Grant, which is an additional \$1,500 per year, they have to take 15 or more units. It requires a specialized Ed Plan. Across the state, many colleges don't have that partnership between Financial Aid and Counseling, so they weren't doing it. Our phenomenal counselors stepped up and did it! Not only did we spend all the money that El Camino was given, we went back and got an additional \$323,000 in full time Student Success Grants and \$350,000 in Completion Grants and are giving it to our students. Other colleges aren't doing that. We are helping students go through the process. KDD: Thanks for all your hard work.

KDD: We have a number of things under Unfinished and New Business since it is the end of the semester. I would like to ask for a motion to suspend our normal order of business so that we can discuss our unfinished and new business before we get back on track, resuming our regular agenda. Do I have such a motion? L. Kjeseth motioned, C. Smith seconded. All were in favor of changing the order of business. Let's roll right into our unfinished business.

## **E. UNFINISHED BUSINESS**

### **AP 4235 Credit by Exam: 2<sup>nd</sup> Reading – D. McClelland McClelland (pgs. 22-25)**

KDD: We need a motion as my Parliamentarian will remind me. We need a motion to approve our revisions to AP 4235, Credit by Exam. J. Young motioned, S. Bray seconded. Now we can discuss and I am going to turn things over to Darcie. D. McClelland: As we discussed this last time, there were two major edits in this policy. It exempts students in articulated pathways from the residency requirement. Following up on last time's discussion about whether this is legal or not, we consulted with some of our colleagues who work with this on a regular basis. They referred us to a paper published in 2013 by the ASCCC. They cite that it is legal, there is nothing in Title 5 that says we can't exempt people from articulated programs. They cited the Chancellor's Office as well. The second big change that we are making is to exempt AP and IB credit from the maximum number of units allowed. Other comments, suggestions or feedback? KDD: Can I make an edit on page 22 of the packet? AP 4235 at the very top. The second paragraph is a little confusing. The second line, "shall determine how courses are selected" and insert "which courses are eligible for credit by exam." Just for clarity's sake. Do our English professors approve this? Any other feedback or comments? Can I direct you to a tool that Janet has created on page 19? J. Young: This is a Credit by Exam form. You can find it on the CCC Website. This is the form to use if you wish to add a course to the Credit by Exam list in the catalogue or if you wish to remove a course. The process is: The department faculty will determine what they want to do (add or delete a course), it goes through the Division Curriculum Committee, and then the form is sent to the curriculum advisor. Then the next time the college catalog is published, your course will either be added or deleted based on your recommendation. So you have complete control over what is on that listing. KDD: Does it go to the CCC? J. Young: It will go to the CCC. Once it goes to the DCC, it will be submitted to the curriculum advisor and that will place it on the CCC, which is really just a rubber stamp. It is a formality. We always had this, but only for adding, not for removing. We also didn't know if the exam already existed or if you were promising to create the exam. KDD: We had some colleagues that were concerned because they didn't want their courses offered by Credit by Exam. We appreciate you being responsive to those concerns that came up in our discussions. P. Marcoux: To let people know, it takes a catalog cycle to get those removed from the list. C. Wells: There was discussion at one time that by having the online catalog be the catalog of record so it could speed up the process. Then we wouldn't have to go through the cycle. Are these discussions still taking place? J. Young: Yes, they are. If we go to our new system, it will be an online catalog. It will be very easy to keep it updated. It will speed things up. KDD: Anything else? We can call for the vote. All were in agreement! Thank you very much!

### **AP 4236 Military Credit: 2<sup>nd</sup> Reading – D. McClelland McClelland (pg. 26)**

KDD: C. Wells motioned, R. Diaz seconded, now we can discuss. D. McClelland: If you remember from the last time, we were just changing the number of this AP because next senate meeting I will be bringing you a new AP 4236 that has to do with advanced placement. Ed Policies is working on 4236. KDD: Any questions or comments? Call for the question? All agreed, the motion passes. Thank you everyone.

### **Program Evaluation Task Force: Horticulture 2<sup>nd</sup> Reading – Task Force Members (pgs. 27-31)**

KDD: You heard about the task force that convened last time about the Horticulture program. There is nothing new there. We wanted to put it in the packet so you have it handy. We have learned since the last meeting that 184 students have taken classes in Horticulture in the last two years. That tells you how many students might be affected because of this change. Let me stop right here. Do I have a motion to endorse the recommendation of the Horticulture Task Force? L. Kjeseth motioned, J. Casper seconded. You can see some familiar names here on the Task Force. The AP dictates which constituent groups need to be represented. We shared data last time on our current program. Here is more information about local programs. Irene spoke to us last time about the labor market. Most of the professions that require Horticulture, just require a high school diploma. There is a teach-out plan that Dr. Grant has developed for us to help transition the students. There are five area colleges providing similar programs. Amy, do you have anything you want to add? A. Grant: I contacted all of these programs, and they are sending me information so that we can send it out to all 184 students. Any new students who enroll will also get the information so we will be upfront about the three year teach- out plan. Then they will know what classes to expect and when they expect to finish so they can get their certificate. C. Wells: I assume that they are local colleges? A. Grant: LA Pierce is one that has one full timer (Long Beach City, UCLA, Orange Coast, Mt. Sac, Saddleback are others). KDD: Thank you for adding the other dimension of being sure that incoming students know what is happening with the program. We talked last time about how our counselors will help students transition to another institution. Any other questions? Dr. Shankweiler: I think Amy has a good plan to help the students instead of stringing them along. KDD: This will go to Dr. Maloney and then the Board of Trustees. KDD: Is there anything else that needs to happen before we inactivate a program? P. Marcoux: There is a policy and procedure about inactivating. KDD: I don't believe it says any further steps beyond the "Task force will forward its report to the President who will review the report and make the final recommendation to the BOT." J. Young: The curriculum needs to be inactivated once this is done. KDD: We will need to discontinue the program and inactivate the curriculum. Pete: This is the first time we are doing this. Dr. Shankweiler: Culinary Arts 20 years ago. P. Marcoux: But there was no process in place. KDD: Any last comments? Let's take a vote, all those in favor of endorsing the Program Evaluation Task Force on horticulture program. Which is unanimous to discontinue the horticulture program. All were in favor, one Abstention: R. McMillin.

### **F. NEW BUSINESS**

#### **Training and Certification for Canvas: 1<sup>st</sup> Reading – Renee Galbavy (pg. 32)**

KDD: Remember, Renee Galbavy is the Distance Education Liaison, and she is working tirelessly on our behalf to keep the flow of communication between the DEAC and the Senate. Thanks to Renee for being here. R. Galbavy: As you all know we are officially ending our days of etudes this semester. At the end of the semester, we will be transitioning over to Canvas. The school wants to increase the online classes. We have a need to train new teachers as well to increase the online classes that we have. We are re-envisioning the training process. Part of this is to pull the Canvas training out of Professional Development and move it into Distance Education. DE would ultimately be in control of all of the teacher training. We need an approval for the model that we want to incorporate into training. I want to review this and you can give me some feedback. Right now our certification process is a little confusing (much laughter). Our hope to have all of this gone and you will be going to a centralized Distance Education site that has the trainings. The current

matrix gets really muddled, and we don't have Etudes anymore. Right now it is complex and all over the place. Let me bring you back to the model we are proposing. Basically the idea is to make Canvas trainings very simplistic. You will go to the Distance Ed Trainings site and you will see something methodical. This is an outline of what will ultimately be posted on the DE site. This is a model proposal. The first part is Canvas trainings. We have proposed two different types. This is for people who have face-to-face classes who want an enhanced understanding and how to utilize Canvas for their face-to-face classes. We are going to have a Canvas basic, a very quick and dirty overview of Canvas vs. a larger introductory to Canvas course which will be entirely online. This will be self-paced. Over here, we haven't yet determined exactly what we are going to do. It will be in-house trainings vs. @One trainings and we are still working on it. We need approval of the model before we go forward. On the second page, this will be for the online training course. This will be the required course for people who will teach online. Eventually, every course will be integrated to Canvas. This will be the required course for people who want to teach online. That will be, we hope, an 8-week training. You will have the Canvas integrated with the pedagogical components of online instruction. We are still figuring out the trainings. If you already have a background in Canvas, or if you have already been teaching online, you can apply for the online training. So there is a basic overview for you guys. Any questions? Pete or Mary do you have anything to add? P. Marcoux: Summer classes will all have Canvas shells. Gema Perrez sent out an email last week, everything is working. R. Galbavy: Any comments or suggestions? S. Allen: In the description for the first set of trainings for F2F, it might be helpful if we put something small to highlight it because I think there will be a lot who have no desire to teach online but they want to know how to use it for their F2F classes. P. Marcoux: I was speaking with Art the other day, and he says we will eventually submit our grades through Canvas. Even if you don't use Canvas you'll have to learn the Gradebook feature. R. Galbavy: Everyone will automatically have a shell. K. Hull: I asked Gema if I could get a Canvas shell to organize affairs in my department. Is that possible? P. Marcoux: No, they want us to use Office 365 Teams. That will be more appropriate. We will see this more and more because we are using this for accreditation. Dr. Shankweiler: Kurt, I actually took the Canvas training, with that exactly in mind, and Team Sites is easier to use. KDD: Will we have training in Team Sites? Some of us need a little hand-holding. P. Marcoux: We have been asking for it, yes. Everyone has access to Teams 365, students as well. If you have an ECC email address, and depending on what operating system you have on your computer. If you have Windows 10, it should download automatically. C. Brewer-Smith: How soon will the changes occur with the new trainings? R. Galbavy: I'm not sure, I don't have an answer. There are a number of variables in this. I can address this better in the future. KDD: Thank you, Renee. See you next meeting.

#### **AP 7160 Professional Development: 1<sup>st</sup> Reading – D. McClelland McClelland (pgs. 33-35)**

KDD: Back to Darcie: D. McClelland: When you look at this, it looks like the entire document has been edited. In reality, a lot has just been changing the placement of different things. I will call your attention to a couple of things that are new that we put in. We needed to comply with Ed Code and clarify who was involved. Professional Development Advisory Committee is new and that is required by Ed Code. It's on page 33 in the middle. A lot has been moved to clarify. The Classified Professional Development Committee will help develop professional development for the classified staff. The Faculty Development Committee, which is a subcommittee of this body will help develop professional development for the faculty. We have gone through pretty rigorous consultation with this. We consulted HR and the FDC, and we reached out to the Federation for their comments. Ed Policies has commented on this. I reached out to the President of the Classified Union. Also the Council of Deans approved it. There are detailed comments in the right hand margin as to why each change was made. KDD: At the council of deans, on the top of page 34, Irene Graff asked us to be more intentional about how we were consulting about the professional development plan which was referenced earlier. We want to articulate the fact that it is going to be submitted to the Classified PDC, the Faculty PDC, and then it will be reviewed and endorsed before it is submitted or published. Just a nice way to tie up some loose ends. Any more comments or questions? You will see this again at the next meeting. We will let you know if there is some new information. Thanks, Darcie!

## **IEPI Institutional Innovation and Effectiveness Plan: 1<sup>st</sup> & 2<sup>nd</sup> Reading (pgs. 36-38)**

KDD: I know this is hard to read, so I made you a clean copy at your table. We may need to come back to this, we are ahead of schedule and I don't see Robin. Parliamentarian, do we need to do something here? P. Marcoux: We do need to have a motion since we are having the first and second reading. KDD: Should we do it now or wait for Robin? P. Marcoux: We'll wait. We'll go on to our Officer Reports.

### **C. OFFICER REPORTS**

#### **a. President – Kristie Daniel-DiGregorio (pgs. 17-18)**

KDD: Thank you Seranda Bray for your leadership and doing all the detective work and making sure all the details are correct on the information sent to faculty, asking them to remind students to register. That has our excellent resources that went out to all faculty. Thank you for pulling that together so that we can be sure we are doing a really good job of broadcasting this information. Students and faculty are busy and it is easy to overlook some really important deadlines like registering for Summer and Fall. Help us continue to alert students to the fact that registration starts today for Summer and on the 29<sup>th</sup> for Fall. This is really helpful for those last minute questions about Ed Plans. We have drop-in hours for our counselors. Thank you Seranda, is there anything you would like to add? S. Bray: I know the RISE Center will have drop-in hours, there is drop-in counseling downstairs for quick questions. There are also major specific counselors. Students who are part of special programs can usually just go directly to those programs, KEAS, EOPS, FYE, Puente, and Project Success. P. Marcoux: Why don't we publish registration dates? R. Dreizler: We do know the first day of registration, just after that we aren't sure. I agree the first day should be shared prominently. We just had a discussion about that before I left the office. There was a note on the website last week that said "Register Now," and there were complaints that you can't register now. I looked this morning, and noticed that "Register Now," wasn't available. It is not going unnoticed. R. Cerofeci: Is there a call-in counseling now? D. Patel: If you go onto our website and type in virtual counseling, it will take you to the Distance Education page. You will see these business cards, and there are eight counselors who have done this training so far. It just requires a Chrome browser and video cam, then the entire session is done through a computer or phone. You can see the counselor as well as their screen. We do have virtual counseling and we would like to expand it. It is a great option for our students who are taking online classes. We haven't expanded it everywhere, that information will be forthcoming. We will have a counselor in the Library (Learning Resource Center) room 245, on Wednesdays from 10:00 am – 2:00 pm until the end of the semester. That is for students who are on campus and have quick questions, and don't have time to make it all the way to the Student Services Bldg. ITEC is another place that has drop-in counseling. A. Josephides: I have a question. Students come to Reference Services not just for research, but for lots of questions for counseling. This is great and I was sharing with Mary that it would be great to put on our Google site. As you get information, please forward it to me or the librarians. J. Young: If they type in "Online Counseling", will they still get to the virtual site? D. Patel: I will check, I believe it's there. M. McMillan: If they get to the counseling page, it will cross-reference them.

L. Kjeseth: I have an ongoing concern about the first payment in general. I'm concerned about the one for the summer. If registration opens on the 15<sup>th</sup>, and not everyone is a priority registration, there isn't a full pay cycle before the deadline. A lot of people get paid every two weeks, and the deadline is on a Thursday when many get paid on Friday. I have had too many experiences with students that get dropped from all of their classes because the deadline was the day before they got paid. I have an issue with that at a community college. We know some of our students are barely getting by financially. I especially don't like that there isn't a single cycle; the June 23<sup>rd</sup> deadline for the Fall registration is at least a little more reasonable. I really wonder about that May 31<sup>st</sup> deadline, and that it doesn't cause unnecessary stress. R. Dreizler: I'm in the hot seat! Those dates have come from previous years. I will take those concerns to the next production calendar meeting. I'm not sure who made those final decisions in years past. I have my opinion, and it sways heavily towards what you are saying as far as when they should happen and how often they should happen and

the effects on the students. We have seen often times, students who are on a waitlist. Who a few days prior, get put into a class and that affects whether or not they get dropped. They don't even know. The best we do is we are telling them to check registration daily. That is not good practice, these are things we are certainly going to take into consideration. Moving forward, feel free to share your concerns with me. You can send them by email and I'll be happy to address this in the future. KDD: Thanks everyone, let me finish the announcements and then we'll get back to Robin.

Thanks to our senior senators, they have been instrumental obviously throughout the year, but especially as we are recruiting for new senators. Thank you and also to the senator reporters, some of whom are doing double duty. We really appreciate it. Thank you John Baranski, I thought your approach was a really good one. Instead of reporting what happened after the meeting, with my announcement about the upcoming meeting, you sent it onto the division sort of saying "Here's what's coming up at the next meeting." The reporting doesn't have to happen after the fact -- and that came from a historian. Thank you!!

Two reminders, our June 5<sup>th</sup> meeting is confirmed. Also starting in July, we'll have 12 pay periods for full time faculty. Your contract maybe you have signed it and sent it back to Human Resources, but it noted in there that you are going to have 12 payments starting July.

R. McMillin: I want to personally invite you to the El Camino Art Department "Open House." This Friday from 5-8 pm. It has the student show and if you looked and said, "What?????" You are the exact person we want to come because you have a curious mind. Actually, we are having the best student show we have had since they got rid of repeatability. We are really proud of what's happening this semester. If you have friends or relatives that you want to invite, here is a map, your people can find their way to the Art Department. Here is a listing of all the different events and every single room in our department from the basement through the second floor will be decorated with student works. Everyone will demonstrate what is going on. At 6 and 7 we will be doing bronze-pouring demonstrations. If you think what is going on in Hawaii is interesting, come see students pretending they are Gods. Free food and beverages, so it is a cheap date and you can be very culturally aware. Hope to see some of you and your colleagues at the opening. KDD: Bravo and thank you for all of your hard work. This would be a good opportunity if you are interested in taking an Art class and are wondering what they do in there. R. McMillin: We actually get between 1,500 and 2,000 people from the community coming to see what is going on. It is a great event all the way around! For the department and the campus overall.

KDD: Our VP from ASO, Bryant Odega had options. He chose UCLA, so congratulations! We are really proud of him.

KDD: Now we need a motion and I explained to you in the email you received the e-board took an emergency vote to have a 1<sup>st</sup> and 2<sup>nd</sup> reading of this plan at today's meeting. We want to be prompt in getting back to the IEPI so we don't jeopardize the \$200,000 that we have access to by submitting this plan. Robin will bring us back a later draft at the June 5<sup>th</sup> meeting, but this is all happening really quickly so if I can have a motion to endorse the executive boards vote to have a 1<sup>st</sup> and 2<sup>nd</sup> reading of this plan at today's meeting, I would appreciate it. C. Wells motioned, S. Bray seconded. All were in favor.

### **IEPI Institutional Innovation and Effectiveness Plan: 1<sup>st</sup> & 2<sup>nd</sup> Reading (pgs. 36-38)**

KDD: I am turning things over the Robin. I want to remind you that he came to our very first meeting this semester to tell us a little about this process. The college, under Dr. Maloney's leadership, asked the IEPI to consult with us on strategic enrollment managements. The way that this works is that you have some outside consultants that are not

professional consultants, they are colleagues from other institutions who come in and learn more about us and then make some recommendations. You can see our topics here had to do with a variety of areas related to Strategic Enrollment Management. They have had three visits and the Senate was there, the Federation, Student Government, relevant campus committees, and many of you who are in the room were there for some of the discussions. So the outcome is that we are going to have a plan for the innovations for effectiveness we want to implement and as a result we can look forward to having \$200,000 to help us implement those. We have some senators who have served on IEPI teams; C. Wells, C. Gold, and L. Kjeseth. If I can have a motion to approve our IEPI plan, I would appreciate it. C. Smith motioned, L Kjeseth seconded. Now we can discuss. Robin, would you like to talk us through the packet?

R. Dreizler: You just took 80% of my presentation. I understand we have limited time, so that is good. There have been two visits so far officially, a 3<sup>rd</sup> will occur late Fall, possibly early November. Basically, the 3<sup>rd</sup> visit happens after we get the seed money, the check, to start the process with our plan, and then we do an evaluation or progress report at that point. That occurs three months into a major term. Three months into that, we will see where we are at with regards to that. The previous slide that was up explained the initial areas of focus that we started with. In the first meeting there was a lot of discovery. From that first meeting we got a series of areas to consider and a menu of options. From that menu, we narrowed it down to three areas: Retention of students; Technology as it relates to data, analytics and schedule building; and Technology, Capacities, Standards and Planning which are basically in the Institutional Innovation and Effectiveness Plan that you have here. The IEPI's IIEP (lots of laughter), is where we are at now. That is how we came to be where we are with this. The areas of focus we have narrowed it down from six or seven initially, to these three. This was part of the discussion from the 2<sup>nd</sup> visit on April 24<sup>th</sup>. There are lots of notes and lots of discussion. Through that we create this, the objectives, the responsible persons and so on which then leads to the last page. The actual request for IEPI Resources to support the IIEP. At this point, we'll just call it "THE PLAN." Did everyone read this? KDD: They were given the opportunity.

R. Dreizler: I welcome Ross Miyashiro to jump in if need be if he has any comments. Of course, those who participated on resource teams, I welcome their input as well. What would you like to know? KDD: A lot is technology. R. Dreizler: The Reader's Digest condensed version. There is lots of technology, but looking at a couple of items with retention we felt there were direct correlations between keeping students here and their ability to actually get into classes, what a novel concept! The Readers Digest condensed version was there were a lot of opportunities out there with regard to technology that would help us in all these areas. Schedule building was one of them in particular. Right now and through the discussions that we had and the visits, there was a lot of talk about how schedules are currently built. And it was historical reference to what we did in previous semesters rather than tracking where students are being advised to get into and using that within divisions to say, "I know how many students will be advised to take certain level courses." So we could look ahead with the planning and schedule building rather than looking at historically what we've done, rolling it over and keeping our fingers crossed that it meets the needs of students. That one was a big one in particular. That will take quite a bit of adjustments to how we do things. Technology will certainly help us. That was a big ticket item that I felt came out of the meetings. Some of these we are already implementing on a smaller scale, but we would like to grow these programs. But it does take some funding. Ross, did you want to add anything? R. Miyashiro: There are only three items. The first is so you can build a class schedule in a more efficient manner. The second is to get more students to come to El Camino so we are on target to reach 20,000 FTES by 2020. We will probably use this funding for software that we've been exploring to hook us into an already large network of potential students. Then the third one, since the college had set up Colleague, the transfer equivalency tables were never populated. Because those were never populated, you can't implement a degree audit or any other software that would make evaluation more efficient. We are starting at square one, and setting up these tables correctly and slowly. It is going to take at least a year and that money is for back-fill. We will have to release staff to work on these tables. As many have commented, there probably isn't enough money. But we'll try to find money elsewhere.



R. Dreizler: This is a reminder, we will get the draft back to the leader of the resource team who is Dr. Bill Scroggins, President and Superintendent at Mt. Sac and Dr. Matt Lee, Special Projects Director for IEPI. They will get that soon, hopefully. Make any changes, edits or revisions that are recommendations and they will get that back to us. We want to get that with our fine tuning back to this body by June 5<sup>th</sup>. The final draft before it goes forward will be presented here. C. Wells: It is important to keep in mind that these IEPI recommendations are something that is created by El Camino. It wasn't imposed upon us, it was what we want to do. R. Dreizler: I think the visiting team did a good job making sure that while they gave us some opportunities for us to see some best practices, it really came down to who we are, what we need and where we can go from here. I applaud the visiting team for keeping us on track.

A. Ahmadpour: In regard to the issue of retention, do you have any ideas of educating the campus or the students in regards to political, social or institutional issues? There are certain groups of people who don't have the same opportunities. A portion of this budget should be to educate them, or bring speakers. R. Dreizler: Absolutely, we have had a number of discussions of what we would call "in-reach." So within different cohorts, communities, FYE, EOPS, they are already having some of these discussions. Word spread pretty quickly about the accessibility and ease of use of the schedule developer for example. These are things that ultimately help the students get their schedule in advance and help them plan. R. Miyashiro: In higher education, this isn't that big of a funding budget. P. Marcoux: Is this one-time money? R. Dreizler: Yes. R. Miyashiro: That is what we see these days. S. Donnell: Is this how we are planning on having a continuing process? Will we have these funds beyond the one time? R. Dreizler: My understanding is a lot of the funding is for one-time purchases. And it is also mentioned here, the release time to implement it or set it up. Going forward, that is not the intent. R. Miyashiro: We carefully pick these projects to be one-time because we know they are not sustainable if we hire a position or do something that is five years out. We don't want it to last the one year and disappear. Strategically, we look at initiatives that will make a huge impact for our students. We have other funds that are ongoing that we'll do other projects with. This is kind of an isolation. It is like the old saying, "including but not limited to." C. Wells: This goes well with the Chancellor's vision and what's happening with Guided Pathways and some of those things. It is incorporated with other things we are doing on the website. KDD: All those in favor of endorsing this plan? The motion carries. We do not take lightly the idea of racing through a first and second reading all in one meeting. Thank you for your understanding. P. Marcoux: The Academic Technology Committee is going to be integral in this.

#### **b. VP – Compton Education Center – Paul Flor**

We don't have a report this time from Compton.

#### **c. Chair – Curriculum – Janet Young (pg. 19)**

We have been working very hard and we are getting very skilled at reviewing curriculum. We have two more meetings and you are all invited on May 22 and June 5. At our next meeting I will have a full report of what we have accomplished this semester on a snazzy slide.

#### **d. VP – Educational Policies –D. McClelland (pg. 20)**

It is pretty evident that our committee has also been working very hard. We have minutes from our April 24 meeting on page 20. I want to make a quick announcement to remind you. I made the same announcement at our last meeting. If you are a senator from HSA, Business, Humanities, Math or Fine Arts, we really need a rep from your division to sit on our Ed Policies Committee. We have been looking at a lot of Ed Policies this semester and we will be looking at more

starting in the Fall. If you could get me a rep from your division, then your voice will be heard. C. McFaul: When do you meet? D. McClelland: We meet on the Tuesdays when we don't have Senate, the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 1-2 pm.

#### **e. VP – Faculty Development – S. Allen**

I have three quick announcements. This Thursday is our last “Informed & Inspired” of the year, so I hope that you will join us. This is a student-led dialogue representing Latino/Latina/Latinx identities. If you are short on flex credit, please join us. Today is the deadline for entering any Individual Project Proposals in the PD Reporter. If you plan an attending any of the events that are already in PD Reporter, today is the day to go in and register. All flex credit should be earned before June 30<sup>th</sup>. My 3<sup>rd</sup> announcement I made this last week. The Call for Proposals for breakout sessions was sent out last week. If you have an idea for a great breakout session centered around our theme, “Culturally Responsive Teaching and Learning,” please submit a proposal by Thursday, May 24<sup>th</sup>.

#### **f. VP – Finance – J. Troesh**

At our last meeting, most of it was centered around the same funding formula, we got new information, but no actual information. Instead of bombarding you with all the random stuff, and I will let you know when we find something out. C. Wells: Josh, have you seen the scenarios that have played out and how it affects us? J. Troesh: Yes, that is actually one of the things that came up with the scenarios that have been distributed. The consensus is these people are creating scenarios having absolutely no facts or information. There is no way to actually know. It is like saying, “What is the stock market going to look like at the end of the year?” People are guessing from pieces of information and there is no data of what the numbers are actually going to look like. The scenarios at best are unreliable, and at worst designed to push a political agenda to one side or the other. C. Wells: I agree with your interpretation!

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

We have a College Technology Committee today at 2 pm. We are also going to look at demos for some new software. We are also going to look at some AP's regarding network policy, pretty boring, dry stuff. We will send a link to it I think, rather than in the packet for the next meeting. It is nothing we vote on, it is just for informational purposes. At 3:00, we have a “Where is the Academic Technology Committee meeting going?” I will share more about that at our next meeting.

I am going to use this time to announce a colleague in English, Adrienne Sharp has published her 5<sup>th</sup> novel. *The Magnificent Esme Wells*, described as a “deeply felt and historically detailed novel of family, loss and love, told by an irrepressible young girl, the daughter of a two-bit gangster and a movie showgirl growing up in the golden-age of Los Angeles, Las Vegas and the Jewish mafia in the 30's and 40's.” Publishing one book is difficult enough, she is working on her 5<sup>th</sup>! It's a good read, I have already started it and am about ¼ way through. As I'm reading, I'm visualizing “movie.” If you are searching for a “beach read”, I highly recommend it!!

#### **h. VP – Instructional Effectiveness/ALC&SLOs Update – R. Serr**

Just a couple of reminders. Program Review is due when we start in the fall. A lot of people have been contacting us saying they are behind, what should they do? Just contact me. Don't forget SLO assessments are due right now. There is a workshop on the 4<sup>th</sup> at 2:30. Anybody want to bring their data to the workshop, we'll get it in and you'll be done! Don't forget your assessments and Program Review. If you need help contact your facilitator in your area.

## **D. SPECIAL COMMITTEE REPORTS**

### **Dr. J. Shankweiler - VP of Academic Affairs**

There is a lot going on and I'll be really fast. I only have just a couple of things. Right now, I am in hiring heaven. We are hiring new faculty members and that is great because we are making progress. The announcement for the Guided Pathways Coordinator is out. I'm not sure when it closes, but I strongly encourage anybody who is interested to apply. It says 100% leave, but if we need to work something out and make it lower, that is fine. I know a lot of people don't like to leave the classroom completely, and it is a short period of time. It is not like a program that is ongoing forever. It will be helping to implement what we've planned for this year for the next 2-3 years. So I am hoping we find some good people interested in that.

The last thing is I really wanted to push an announcement that went out yesterday or today about a workshop from Liebert, Cassidy, and Whitmore. Jayne Miyashiro, the HR VP and I contacted LC&W because we have had a number of students complain that they have accommodations for their disability through the SRC, but instructors are not wanting to give those accommodations. There seems to be confusion about what accommodations are, what is required, what is reasonable, and do you have to do it. LCW is a well-respected law firm that deals with education. Laura is an expert with accommodations for students with special needs or disabilities. You get flex credit, it is during the faculty hour from 1-2 and I think it is June 2. I strongly encourage people to participate. We are talking about making training some part of onboarding as we hire new people. We are required to provide these and students deserve it. It is an equity issue and I want everyone to be clear what is required of you in your classroom. S. DiFiori: Is there any way to find out if a student is registered in the SRC? Outside of the student telling me? Dr. Shankweiler: No, they have a right to privacy. They may not want you to know. S. Di Fiori: What if they complain? Dr. Shankweiler: They can't complain, unless they brought you the accommodation paperwork and you didn't haven't done it. J. Troesh: Is it possible to make this part of flex day? Dr. Shankweiler: It is also going to be part of flex day. She is coming twice. There have been about four complaints this semester, and one was a serious complaint. J. Troesh: I would imagine the people who would go to this would probably not be the people who would refuse the students. Dr. Shankweiler: She is going to do a 1 hour this time. She is going to do a longer workshop in the afternoon on flex day in the Fall. I think it will be a 3-hour interactive one. KDD: Jean, the ADA statement that we put on our syllabi, that is required, correct? Dr. Shankweiler: I don't think it is required, it is highly recommended. KDD: We will send our syllabus statement and newsletter out. We will make sure to add that one on there. C. Smith: It is in the catalog, right? Dr. Shankweiler: Yes, the ADA statement is. C. Smith: That would cover us if it isn't in our syllabus. KDD: The nice thing about the statement is that it explains the process. So if a student has a disability you have to self-advocate. P. Marcoux: Those videos we did on implicit bias were decent. They had the information you needed. Dr. Shankweiler: Gary Greco is working on something like that which will be part of the on-boarding. But we can't wait for that.

### **R. Miyashiro – VP of Student Services**

Had a conflict and had to leave early.

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

None

## **H. FUTURE AGENDA ITEMS**

Noncredit Courses

Zero Cost and Low Cost Textbooks

## **I. PUBLIC COMMENT**

C. Smith: The Fashion Department is having a Fashion/Hair Show. Please join us on May 29<sup>th</sup>. It will be in the East Dining Room above the Bookstore. The show starts at 7:00 pm and you will see fashion and hair from ITECH. Please come and join us and encourage your students to attend.

Myriad is having their annual reading on May 31<sup>st</sup> in this room from 1-2:00 pm. Myriad is El Camino's Literary Magazine. We are publishing 54 students, poems, short stories, or art work. We hand out over 1,000 free copies to the campus a year. We work with the Graphic Art program, the students design the magazine. We had over 250 submissions this year.

## **J. ADJOURN**

The meeting adjourned at 1:54 pm

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