

**Adjunct (1 Year)**

- Dustin Black
- Karl Striepe

**Behavioral & Social Sciences**

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Nic McGrue
- Josh Troesh

**Counseling**

- Anna Brochet
- Yamonte Cooper
- Rene Lozano

**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
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao
- Adrienne Sharp

**Industry & Technology**

- Ross Durand
- Mark Fields
- Lee MacPherson
- Jack Selph
- Charlene Brewer-Smith

**Library Learning Resources**

- Mary McMillan
- Noreth Men
- Claudia Striepe

**Mathematical Sciences**

- Megan Granich
- Matthew Mata
- Ben Mitchell
- Jasmine Ng
- Catherine Schult-Roman

**Natural Sciences**

- Mohamad Abbani
- Sara Di Fiori
- Troy Moore
- Ryan Turner
- Ann Valle

**President/Superintendent**

- Dena Maloney

**Academic Affairs & SCA**

- Linda Clowers
- Jeanie Nishime
- Jean Shankweiler

**Assoc. Students Org.**

- Patrick McDermott

**Compton Education Center**

- Paul Flor
- Chris Halligan

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Allison Carr

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

- Carolyn Pineda
- Greg Toya
- 

Excused: R. Lozano, D. Berney, M. Mata,  
C. Halligan, J. Ng

## **ACADEMIC SENATE MINUTES**

May 2, 2017

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 sixth Academic Senate meeting of the spring 2017 semester to order on May 2, 2017 at 12:30 p.m.

### **B. APPROVAL OF MINUTES**

See pgs. 6-13 of packet for minutes from the April 18<sup>th</sup> meeting. P. Marcoux motioned, C. McFaul seconded. There was unanimous approval of minutes.

KDD: I have passed out a handout that at the top says, "PLEASE SHARE/POST." This originally came out as an attachment to an email from Chief Trevis. I know not everyone clicks on those attachments. I made everyone a copy so you can post it and share it. I know the drills are happening tomorrow. We would like to make sure everyone is ready to participate in the Lockdown/Shelter-in-Place Drill. They are happening tomorrow at 9:40 am and 7:10 pm.

Our "tentative" May 30<sup>th</sup> meeting is now on the schedule to get through all of our business this semester. We appreciate strong attendance from our senators, please make sure the last 2 meetings are on your planner for May 16<sup>th</sup> and May 30<sup>th</sup>.

This is a very busy time of the semester and some of us are double and triple booked for meetings. We would like to hear from everyone on the agenda, so I would like to ask you to consider a motion to adjust our normal order of business. We would like to shift our officer reports to after new business, and allow Dr. Shankweiler to give all her presentations at once, since she appears on the agenda several times today. C. Wells motioned, A. Carr seconded a motion to suspend our normal order; all are in favor.

Our visiting dean today from Industry and Technology, is Dr. Stephanie Rodriguez. Dr. Rodriguez: I have been the Dean for Industry & Technology for about 10 years. I can't believe how quickly it has gone by. I have been at ECC for 20 years. I started in Counseling as a Financial Aid Appointment Counselor. I moved into Career Counseling, coordinated the Career Center, and helped with learning communities. I also worked in workforce development, and helped write grants with faculty. I was then hired in Academic Affairs, and it has been a roller coaster ever since. I am always learning something new, and it has been a lot of fun. Prior to ECC, I taught and worked in Counseling at Cerritos. I was also a classified employee. Prior to Cerritos, I worked at the LA Times as a trainer and in customer service. That set the tone for the rest of my career and gave me a great foundation. I love what I do and I love working with faculty.

### **D. SPECIAL COMMITTEE REPORTS**

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

KDD: Now we are at the Jean section of our meeting. Dr. Shankweiler: My committee report is hiring, and hiring, and more hiring. This trend is going to continue into next year with the number of retirements that are anticipated.

## **E. UNFINISHED BUSINESS**

### **Cooperative Work Experience Education Plan: 2<sup>nd</sup> Reading – Jean Shankweiler (pgs. 53-79)**

KDD: We need a motion to endorse this plan so then we can discuss it, since this is our second reading. P. Marcoux motioned, C. Wells, seconded. Dr. Shankweiler: Basically, the Cooperative Work Experience Education Plan is mandated by the Chancellors Office. We cannot offer Cooperative Work Experience (CWEE) if we don't have a plan. They have gently reminded us that we don't have an approved plan. We do have a few sections, not very many. Some in I&T and some in Business. The plan is largely dictated by what we have in the handbook. Dr. Rapp has updated the current handbook, since most of the classes are in her division. KDD had some questions about faculty working and the number of hours. All of this is outlined in the contract; it specifies how often the faculty interact with students and the hours they can be paid for. The number of hours students have to work is 54. Then the faculty has to coordinate with the job experience, whether it is a paid job or an unpaid job. There still has to be some coordination. The faculty member is still the one who assigns the grade. That is why it is important to be in contact with the supervisor at the job. Most of the plan is procedure....how we decide what the career experience is, and how you handle it. KDD: Any questions? C. Wells: Is this like our early childhood education program where they had to do internships? Dr. Shankweiler: Most of these have a 95 number, but a lot got inactivated. There aren't too many left. KDD: Any questions? Let's take a vote to endorse our CWEE Plan. All were in favor of endorsing the CWEE Plan.

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

### **California Guided Pathways (pgs. 87-88)**

KDD: J. Shankweiler was ready to give us this presentation at the last meeting, but we ran out of time. Thank you for being flexible! J. Shankweiler: I am going to whip through this because when I planned it I thought I had 20 minutes, and I know that is unrealistic. Basically, the Governor's Budget had \$150 million for Guided Pathways in the January proposal 2017-18. That is all we know. It is a comprehensive approach to reform. There is literature on what Guided Pathways are; redesigning Community College experience. Community College Research Associates (CCRA) has papers on what it should be. We don't have a lot of guidelines, but like student equity and student workforce money, they say you've got money. Give us a plan and we'll let you spend the money. An overview of the problem: too few students graduate; students earn unnecessary credits that cost time and money (my daughter is one of them); and billions of dollars and millions of hours are wasted. What are the reasons? They are making poor choices, and they take units that don't count towards their degree. They take the wrong class for their major. Courses aren't available. Excessive repeats and withdrawals. Classes they are taking don't transfer. There are pillars for Guided Pathways that we need to use as we prepare a plan. We need to clarify a path for all students, not just CTE students. We need to help them enter the path and stay on the path. We need to ensure they are learning. Some of the core policies for defining a career path and staying on the path are different initiatives used in different places. If students take 15 units a semester, they could finish in 4 years. They need co-requisite remediation. If a student is going into an English 1A class and they aren't ready, then have them take a co-requisite that they take at the same time to reinforce what they are learning. That will save steps and years. Give them structured schedules. Have them with a cohort for all 4 years. They need a clear process to guaranteed courses. They need milestones every semester. Give them a reward for completing it. They need a workforce connection. When students are choosing their path, they need to be told what careers would fit that path. The intent of Legislation is to get students through faster. How are we going to allocate the funding? We need a process for this redesign. We need to engage faculty, counselors and other advisors. We need to get people onboard with collaborating. We have a timeline, 5 years. We need to make our case, make maps for these guided pathways, and begin implementation and scale the program. When I meet with the guided pathways committee, we will start

developing our plan. C. Wells: Can we use IEPI \$ for this? Dr. Shankweiler: No, not for this. P. Marcoux: Can students earn an online degree from this campus? Dr. Shankweiler: Yes, Administration Justice does. And Homeland Security will be. The Chancellors Office wants to streamline all our work. C. Gold: Is there a pathway for life-long learners? People with Bachelor's Degrees wouldn't fit into this anyway, and they wouldn't get any financial aid. Maybe we need a survey class first to help students figure out what they are interested in. This is a completion initiative. KDD: Thank you, Jean. This is just an introduction or a heads up.

#### **D. SPECIAL COMMITTEE REPORTS, continued**

##### **Dr. Jeanie Nishime - VP of Student and Community Advancement**

##### **Institutional Effectiveness Outcomes (IE) – Jean Nishime**

KDD: I think Jeanie is channeling Irene Graff. Dr. Nishime: I am doing this for Irene, because she is in Germany on vacation. I am going to talk about the Institutional Effectiveness Outcomes or IE for short. These are our own measures, we set a 5-year goal back in April, 2015, where we would like to be on a number of measures. Including: course completion, degrees awarded, certificates, transfer, overall completion and other measures. Some of these are part of the Chancellor's Office scorecard, and some are our own. Baselines were established in 2012-13, at the high point for some measures. We have aspirational goals that take us to 2020. We have completed year two. Ironically, our baseline year was one of the highest in terms of our completions. If we had chosen 2011-12, we would show a lot of improvement. If you have the infographic, anywhere there is a star, it means that we have already achieved our 5-year goal. For remedial math completion rates, we have reached our goal. Degrees awarded, we have reached our goal. We are making progress on numbers of transfers and CTE education completion rates. We have fallen on certificates awarded. We have taken a dip last year. We need to analyze what has been happening. ECC has already reached four goals three years early. The degree earned is especially high; certificates remain below baseline. Colleges across the state experienced declines in completion rates (including ECC). There was an interesting article in Ed Source, criticizing all the money we have dumped into the California Community Colleges in terms of all these initiatives such as SSSP, SEP, Basic Skills, etc. Millions and millions of dollars, and yet we don't seem to be moving the needle in terms of completion. An argument could be made that we haven't had enough time. We have only had this infusion of money over the last 5 years and it could take a while to see those improvements. In 3 or 4 years, if there isn't a change seen, questions will arise as to what we are doing with all of this money. We need to be aware of that. Our funding will be scrutinized. It is not just the basic skills or the unprepared student's completion, even our prepared students completion has gone down.

Compton is doing extremely well. They have met their goals on seven of the measures. There are making great progress even on student completion. Kudos to Compton and all the work that is being done there to help their students' progress. The one measure where they aren't on target is the prepared student completion rate. It is very interesting. Why is it that the students who are prepared, aren't completing at higher rates? That is happening here, at Compton and state-wide. Are we putting all our emphasis on the unprepared, so they are progressing? And the prepared are trying to make it on their own devices? That merits great scrutiny and we'll have to take a look at that.

Next meeting we will cover the IEPI indicators and the Scorecard. Any questions? C. Wells: Do we analyze students who start here at ECC and they finish up somewhere else? Dr. Nishime: On the scorecard, it doesn't matter where they complete, if they start at ECC and complete elsewhere, it counts for ECC. That's in the scorecard.

## **E. UNFINISHED BUSINESS, continued**

### **BP/AP4230 Grading and Academic Symbols: 2<sup>nd</sup> Reading – Chris Gold (pgs. 42-52)**

KDD: This is our second reading so I need a motion to approve. P. Marcoux motioned, M. Fields seconded. C. Gold: We had a first reading on this. There were a couple of questions. As I'm walking you through, I will try and answer those questions. To refresh your memory, for the board policy, it is much briefer. See all the cross outs? We took the procedure out of the policy and put it where it belonged. That is why it is so brief. Any questions about the policy? Let's move to the procedure. The strikeouts and underlines are changes. The biggest changes are that we are now offering pass/no pass, for an option for non-credit courses. This is allowed by Title 5. There was a question last time about incompletes for pass/no pass classes. INP has been added as an option. We ran it by Deans Council. Everyone was OK with that. The rest is straight forward. Are there any questions about the procedure? Most of our conversation revolved around the INP issue. P. Marcoux: Did you run this by Bill Mulrooney and ITS? CG: Yes, I sent it to Bill Mulrooney and I didn't hear anything back. KDD: Any other questions? The BP/AP passed unanimously.

## **F. NEW BUSINESS**

### **AP5500 Standards of Student Conduct: 1<sup>st</sup> Reading – Chris Gold (pgs. 80-85)**

KDD: Continuing with Ed Policies, we have a first reading for 5500. Chris will talk us through this. C. Gold: If you remember a few meetings ago, we had a discussion about recording in the classroom. And Title 5 recommendations against it. We talked about a syllabus statement. The Senate directed Ed Policies to take a look at the standards of student conduct. That is what we have here. If you take a look at the comment bubble at the top, it walks you through the biggest changes. Basically, we opened it up not to look at the whole thing, which is a very big procedure to look at. We wanted to fix and clarify the section about recording in the classroom. While we were in there, we did a little bit of housekeeping. We updated some of the language in regards to sexual and gender based misconduct. That had been changed since this was last revised. We updated that. We also updated the smoke and tobacco-free campus policy that we passed. We are looking primarily at those three things. We updated the language to the new title for the policy. It's now sexual and gender based misconduct. This language was also run by Jaynie Ishikawa, who approved this. The next change is regarding recording in the classroom. This language was taken out of the Ed Code. It simply says you can't record unless you have permission. Disabled students are allowed to record. That inserts the Ed Code in there. Number 2 updates the section about smoking, so it is in alignment with our new policy. A little more housekeeping with this next section on sexual and gender-based misconduct. We ran this by Greg Toya and Jaynie Ishikawa. They both have to work with this topic. Greg and Jaynie asked if this could stay in there, and Ed Policies was fine with that. This has been run by the Deans, and they were OK with it. Greg Toya is here to give us some feedback as well. M. Abbani: Is the title about disruptive behavior descriptive and explicit enough? R. Turner: What about marijuana and odors on campus? C. Wells: It is inappropriate, let's just change the order of the lead-in language. G. Toya: I wasn't here when the 2015 version was created. We can do some more work on this. Recreational marijuana is legal in CA with Proposition 64, but federal law still prohibits it. The college accepts Federal funds so we must abide by federal laws. Medical marijuana isn't even allowed. Please point this out to your students. C. Striepe: Yesterday, we had a presentation on universal design for any courses for groups that may need accommodations. Examples being elderly or disabled. Gary indicated that students had a lot of reasons to record. I am wondering how we would argue that with him and disabled students. Maybe not necessarily disabled, but all groups who may want to record. C. Gold: We were trying to stick with the intention of the Ed Code.

C. Brewer-Smith: How about the smell of marijuana, is that considered disruptive? P. Marcoux mentioned Cheech and Chong at this point. (There were quite a few snickers from the group). KDD: Some of us address different smells on our syllabi. Perfumes or smoke might be considered disruptive. G. Toya: That is a BIG grey area! There are a lot of situations that could fall under this area. Being under the influence of marijuana is a violation of college policy. Smelling of marijuana, while disruptive, is not. Some senators noted that they address disruptive smells in the syllabi. If people are distracted by any kind of smell, it could be disruptive. Maybe the student is homeless and hasn't taken a shower in 4 days. It is suggested that faculty work with their division and could consider submitting a Maxient report. Some cases may be more appropriate for Starfish. There was other discussion about what constitutes kicking a student out of class for disruptive behaviors. C. Gold: We are on a tight schedule, so we will discuss this, talk about it and come back with a response. KDD: Maybe we can address disciplinary issues on Fall Professional Dev Day. C. Gold: Any other questions?

### **Sample Syllabus Statement: Recording in the Classroom – Chris Gold (pg. 86)**

Last time we looked at some drafts from other Campuses. We put forth a couple of different options. Ed Policies Committee narrowed it down. We liked this one. We sent it to the Faculty Dev Committee, which had some recommendations. It has been through Deans Council. The Ed Code is there again as a reminder. Some of the conversation we had about recording in general. The reasons to limit it, it stifled student conversation in the classroom. They may not talk about some issues or give their opinion if they know they are being recorded. It is a privacy issue, a lot of people don't want to be recorded. So we want to respect people's rights to privacy. There are issues with copyright infringement. There is the issue of pedagogy. And it does help some students learn because they can listen to lectures again and again. Are there any questions about our draft statement? This is a first reading, so we will be bringing it back for a second and a vote. KDD: This is a recommendation for faculty, correct? C. Gold: Yes, this is a recommendation, it is something for faculty to think about. It is an option. C. Wells: Do we have any policy about instructors recording our students? C. Gold: I think recording in the classroom covers that. Do you get their permission? C. Wells: No, I put it on my syllabus. I record their speeches. And I give it to them with feedback on their presentation. I have done this for years. C. Gold: Some of the campuses require permission for everyone in the classroom. C. Wells: There are other issues. I know faculty who record their classes so students who are absent can see the recordings. I wonder if there are any legal ramifications. C. Striepe: We record in the library, for security reasons. Are we considered a classroom? Is there a need to post signage to notify students? M. Fields: We cover this in Constitutional Law class. We talk about a reasonable expectation of privacy. Most of the time in a public place, you don't have a reasonable expectation of privacy. J. Troesh: If we ever do any language that limits the faculty, staff or school, we definitely should talk to an attorney. C. Gold: Maybe this should be in the faculty handbook to explain professional responsibility. A. Alvillar: We record in athletics and activity classes to show the students ways to improve. Many students learn better when they see themselves. We do let our students know when we are recording them. C. Gold: Thank you every one. I will come back with more information.

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

#### **Certificated: Milestones for Success - Dipte Patel and Stephanie Rodriguez**

KDD: We are pleased to welcome Dipte Patel (Counseling), and Stephanie Rodriguez (I&T), with a little bit about the Certificates Task Force. The task force is addressing precisely the issue noted in Dr. Nishime's presentation; our need to raise completion rates, particularly for certificates where we've dropped below our standard. We want to make sure the senate knows what is going on and also give you a chance to provide some input. Dr. Rodriguez: Thank you for giving us a few minutes to present on our certificates and what we've been doing with the Task Force. We are channeling both Jean and Jeanie because this aligns very well with what we're working on and understanding some of

the changes in the state as it relates to Guided Pathways and Institutional Outcomes. We have Student Equity represented, Counseling and SSSP. We have a task force that is looking at the "Big Picture," and how certificates apply to what we are doing here. I can't help but think that some of you are saying, "Well, what does this have to do with me?" We are looking at the BIG PICTURE and students finding employment. We want to prepare them for that. We are looking at milestones for success. We want students to find a moment of success. We are looking at the possibility of marketing and helping everyone look at what the goals are. Dr. Patel: Let's go over why this came up in the Council of Deans. We have Institutional Effectiveness Outcomes and one area is completion. When we look at certificates, and that is one of those measures, we noticed we weren't keeping up. The table at the bottom gives you an idea of our historical counts. We established our minimum standards in 2012-13, and looking back, that was our peak year. This team is looking at what is happening and what are the barriers. What are the ways to address this? There are a lot of efforts at the campus currently. We want to make sure there is a benefit for students, and that they are moving forward. Some of the ideas for barriers; there is a deadline or timeline, are we willing to accept these at a later date. Some students miss the deadline. The names of our forms needs work. We have been working with Admissions & Records to see if we can have a rolling period. Are we willing to accept these intents late? Some of this could be marketing and awareness. How are students finding out about when they do meet some requirements? What may be naturally occurring in the classroom already? Is it in the syllabus or was it mentioned? Things we plan on doing is to survey the faculty to see if they have recommendations. We need student feedback and present it at Fall PD Day. Dr. Rodriguez: One of the suggestions is a possibility of including a sample syllabus statement. This would get students thinking if they are in a course and they are almost completing a certificate, transferring, or getting an AS degree. This was recommended by the Faculty Development Committee. KDD: In the past, the FDC has published recommended syllabi statements. This is just a proposal. Dr. Rodriguez: This is a possibility and any feedback on this would be welcome. C. Wells: Are you talking just about CTE certificates? Dr. Rodriguez: For the most part, that's where it started. Based on Jean's presentation, it is much bigger than that. C. Wells: Some institutions automatically give certificates when people complete the requirements. Have we thought of looking at that so they don't have to apply? Dr. Patel: That's a really good question. We are looking to see if our Degree Audit System has the ability. Our current Degree Audit System doesn't automatically inform and evaluate the student, counselor or otherwise, "Hey, you are close to a degree." There are other institutions who automatically convert those. That isn't something that is within our capability. C. Wells: There is software available that can do that, right? P. Marcoux: Datatel is our system and we don't have the capability. D. Patel: Santa Monica has this in their system. It was already programmed in their system. We are implementing a Starfish degree planner tool right now. We want to see if we can produce those reports when a student is close to that. Part of it is determined by what a student has declared in the system. C. Wells: There are systems available that do this. Is it the cost? Why don't we have this type of system? S. Rodriguez: That is a good discussion to have. We are looking at these pathways and it is a possibility to resolve some of these issues. Our students don't even know if they are close to a certificate or qualify. A counselor doesn't know this. We are looking at the internal process as well. Financial Aid is also an issue. Another questions we had in our discussion is, do we automatically reward students on financial aid? That can limit their access as well. It is not as simple as it sounds. This is something we are looking into. R. Cerofeci: This could create a lot of questions that I wouldn't be able to answer. Is there a place where everything is listed that is more appropriate? Dr. Patel: It is in the catalogue, but once we finish Starfish, the student should be able to see it once they log in. That is in the process of development. Dr. Rodriguez: If you have any questions, please contact us.

## **C. OFFICER REPORTS**

### **a. President – Kristie Daniel-DiGregorio (pgs. 14-21)**

Many thanks to Claudia Striepe for attending the ASCCC Spring Plenary and representing El Camino. She has gathered notes and brought information to give us some highlights from the Plenary. C. Striepe: KDD will send this link out so you can take a look at what interests you. The ACCJC has an interim president right now. Some positive changes are currently underway. Curriculum is taking too long in the Chancellor's office. More local control is going to be given. They ask that more release time be given to Curriculum Chairs. More training needs to be handled in curriculum matters. Professional Development has areas in need; sensitivity, curriculum, technology, cultural competency. There are new acronyms for many things. There were legal questions that were not answered. They want everyone to have a legislation officer, like Chris Wells used to be. We need to be informed and having a point person to filter some of the things coming down to the senate. There is much more but that will do for now. KDD: Thanks so much, Claudia.

We will talk about DEAC at our next meeting thanks to Rene Galbavy. For your consideration, we have followed up on the recommendation from this body that we investigate making DEAC a sub-committee of the Academic Senate. That required constitutional change, so we will bring those changes to you at the next meeting.

College Council is having a look at reviewing a number of Ed Policies, including Educational Administrator Retreat Rights. If you would like more information, please check the ECC website or contact KDD.

You may have seen in an email that the Chancellor's Office is having a "Virtual Town Hall". They are asking for feedback because they are developing a "long-term, ambitious vision grounded in the needs of the state." Please consider offering your feedback. The deadline is the 31<sup>st</sup> of this month. The link can be found at:

<https://foundationccc.org/Strategic-Vision-2017>

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

Good afternoon. We have a number of meetings scheduled for the month of May. Last Friday we had a strategic planning summit. It was very productive and we addressed some board policies that need to be worked on. We are trying to reflect where we are in the transition with the partnership. We have an enrollment management summit coming up as well. We have news from the legislature with respect to Compton. The assembly and the state senate have moved forward with AB 1299, which got wide support across the state of CA. The state was going to allocate \$16.2 million for the Compton District to help us with our transition with infrastructure, technology, and personnel. We will be using 2017-18 as a benchmark base. For the next 3 – 4 years after that we will be assured funding based on that FTES. It is on the assumption that we fly well with accreditation. That would be at the discretion of the Governor's signature. We have a student equity planning meeting in May and we are doing a lot of planning.

### **c. Chair – Curriculum – Allison Carr (pgs. 22-25)**

Please refer to the May 14<sup>th</sup> minutes on the ECC website. <http://www.elcamino.edu/academics/ccc/>

#### Full Course Review Approvals

ARCH 107, 108, CIS 11, 133, COSM 2D, 6, ECHT 191, FASH 10, 29, FTEC 71, 72, 73, BUS 12, 14, 20,

MUSI 258 ABCD

#### Consent Agenda Approvals



ART 130, 132, 230, 232, CIS 16, 2, ECHT 130, FASH 16, 17, 18, FILM 100, 105, 109, 114, 153

### Academic Program Approvals

Architecture A.S. Degree, Architecture Certificate of Achievement

#### **d. VP – Educational Policies –Chris Gold (pg. 26-27)**

Our minutes are on page 26. We had a meeting focused on minimum qualifications and faculty service areas. The acting VP of Human Resources (Barb Perez), along with Carolee Vakil-Jessop (Federation), and Chris Jeffries all attended. We had all the bodies necessary to discuss min quals. And we had a good conversation. Basically, min quals are the things we use in hiring. Faculty service areas, which are listed in the contract, are what we use for layoffs. We will have more conversations about that in Ed Policies. We are looking at cleaning everything up. Our FSA's were created in 1990, and they haven't been updated since. We are updating those, methodically going through min quals to make sure they are up to date, and we are creating AP 7211 which is the procedure for min quals and FSA's. We may get this to the senate before the end of the year.

#### **e. VP – Faculty Development – Stacey Allen (pgs. 28-29)**

R. Serr said that Stacey just left for class, but to tell everyone that "Everything is going smoothly." KDD offered the report. Mark your calendars, because Informed and Inspired is doing a walking tour on the 11th that is titled, "Getting to Know Your ECC Tutoring Services." This was offered at one of the Professional Dev Day programs, it was very well attended and highly rated. The panel presentation will be on the 18<sup>th</sup>. You don't need to go to both, you can pop into one that works for you and your schedule.

PRIDE: The application deadline in May 19<sup>th</sup>. There are lots of folks from the senate involved this term. You have a chance to apply for the program starting in the fall.

#### **f. VP – Finance – Josh Troesh**

The big thing we are watching right now is enrollment. It determines our income to the college for years to come. There has been no change for spring which is good news as Dr. Shankweiler told us earlier. We are also waiting on budget information from the governor. Our enrollment may be great, but the governor could come and take our money away. Hopefully, that won't happen.

#### **g. VP – Academic Technology – Pete Marcoux (pgs. 30-36)**

Minutes from the March meeting are in the packet. The April meeting was cancelled. One bit of bad news came out this week, the integration tool between Datatel and Canvas to populate rosters is not going to be available as expected. It was supposed to happen this month. There are 8 campuses that need this tool. El Camino is a beta tester. We are not going to be able to do anything until July. This might limit the ability for face-to-face instructors to get Canvas accounts in the fall. They will prioritize, and right now they have to manually import the rosters. This is a setback, we hoped to be up and running this summer.

#### **h. VP – Instructional Effectiveness/ALC & SLO's Update – R. Serr (pgs. 37-41)**

ALC minutes from March are in the packet. ALC is finishing up the Community and Personal Development ILO, and the Computer Literacy ILO. Our pilot is going and it is very labor-intensive. We are not making it our priority; we are waiting

to see if the ACCJC softens their stance because it is so labor-intensive. TracDat is reflecting spring 2017 SLO & PLO, so you can enter that at any time. KDD: We'll get right on it!

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

Ed Policies: BP4115/AP4222 Remedial Coursework  
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)  
Strong Workforce Program  
Program Viability Task Force: Horticulture  
Distance Ed Advisory Committee (DEAC) Updates  
Student Success Scorecard and IEPI Indicators  
PRIDE: El Camino College's Leadership Academy

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

#### **J. ADJOURN**

The meeting adjourned at 1:58 pm P. Marcoux motioned. P. Flor seconded

TG/ECC Spring 17