Important note:

This file contains the presentation used at the Senate meeting. The president's informal notes have been added in **red**.

These notes have not been reviewed nor have they been approved by the Academic Senate; they were created to provide a prompt (but informal) report about the meeting.

For a comprehensive, official accounting of Senate meetings, please refer to Senate meeting minutes: http://www.elcamino.edu/academics/academicsenate/.

Thank you!

Reminder:

Lockdown/Shelter-in-Place Drill **TOMORROW** May 3rd:

9:40 am & 7:10 pm.

See 4.26.17 email from Chief M. Trevis for more info.

ECC
Academic Senate
May 2, 2017

———

Please sign in & pick up name card.

Please Mark Your Calendar:

– We have **two** more Senate meetings this semester:

– Tuesday May 16th &

– **Tuesday May 30th**

We have important business to consider and will need strong attendance from our senators. Thank you!

Agenda

A. Call to Order

B. Approval of Minutes

C. ~~Officer Reports~~ The regular order of business was suspended to accommodate conflicting schedules. Officer Reports followed New Business.

D. Special Committee Reports

E. Unfinished Business

F. New Business

C. Officer Reports

G. Future Agenda Items

H. Public Comment

I. Adjourn

Welcome:
Dr. Stephanie Rodriguez, Dean, Industry and Technology

Dean Rodriguez has served the college for 20 years, 10 years as dean. She served in Workforce Development, Student Services and was then hired into Academic Affairs – and it's been a roller coaster ever since. She's always learning, just like our students. Prior to ECC, she taught and provided counseling at Cerritos. Before that she worked in training and customer service for the LA Times.
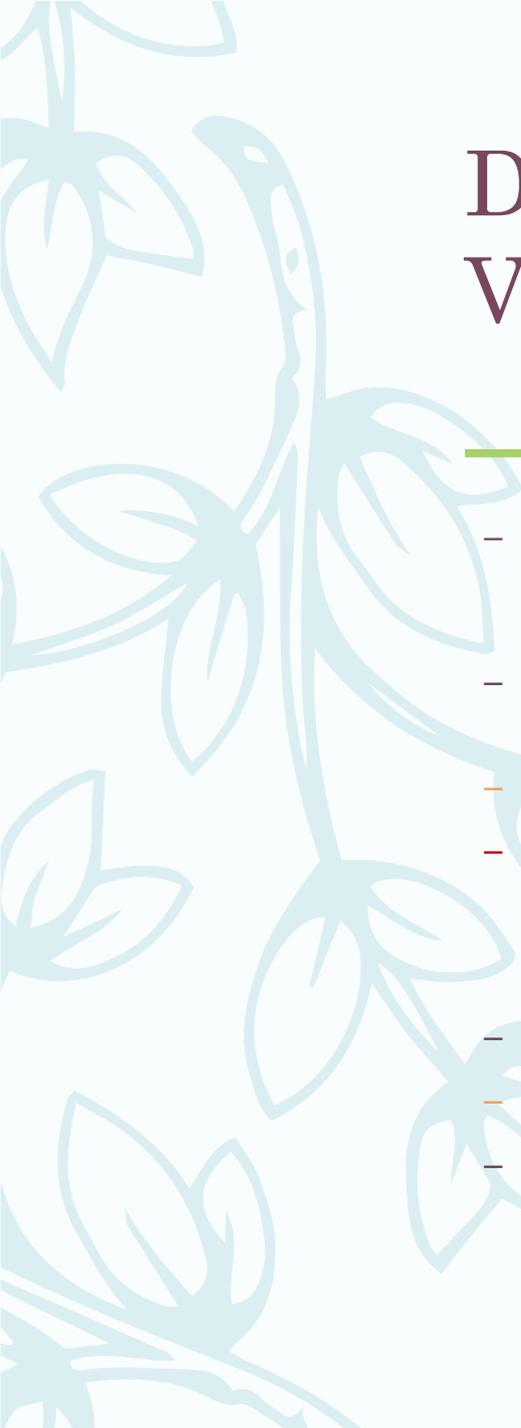
Dr. Jean Shankweiler, Vice President Academic Affairs

- **D. Special Committee Report:** Dr. Shankweiler's reported that she's doing hiring. And more hiring. And even more hiring. This trend will continue next year with a number of retirements anticipated this year.

- **F. Unfinished Business**
  Cooperative Work Experience Education Plan: 2nd Reading

- **Pages 53-79 in Senate packet.**

- The college needs to have a plan on file with the Chancellor's Office for our CWE courses, most of which are numbered 95. Many of the 95 courses have been inactivated. Much of the information in the plan is taken from the handbook. The plan was endorsed by the Senate.

- **G. Information Items -- Discussion:**

- **Pages 87-88 in Senate packet.**

- **Guided Pathways** Dr. Shankweiler's PowerPoint presentation follows. Notes appear in blue.

Guided Pathways

- $150 million in Governor's Budget for 2017-18

- Comprehensive approach to reform

- Like SEP and SWP – money allocated and need a plan

Overview of Problem

- Too few students graduate

- Students earn unnecessary credits that cost time and money

- Billions of dollars and millions of hours wasted

Reasons

- Poor choices – units don't count for degree

- Unavailable courses

- Excess repeats and withdrawals

- Lost transfers

Pillars of Guided Pathways

1. Clarify the Path

2. Enter the Path

3. Stay on the Path

4. Ensure Learning

Core Policies

- From the literature, a number of possible interventions emerge:
- 15 to Finish – Students may need to aim to take 15 units/semester. Students who do well their first semester taking 12 units might be offered to have their fees paid for a 3-unit course in winter.
- Co-requisite Remediation – Students who don't qualify for English 1A could take another course at the same time that would support their success in that class.
- Structured Schedules – Students take the same schedule each semester, possibly with a cohort of students. It would replicate the high school scheduling model.
- Clear process to guaranteed courses
- Milestones – Colleges can set milestones and then "nag" or "reward" students to encourage them to meet those milestones.
- Workforce Connection – Articulate for students at each milestone the employment opportunities associated with that milestone.
- Other ideas: meta-majors and areas of learning.

Trailer Bill

- Legislative Findings

- Intent of Legislation

- Allocation of Funding

- To receive funding…

Process for Redesign

- Get Started
  - Engage faculty, counselors and other advisors
  - Collaboration is critical.
  - The funding may come through in December so important to start now creating a plan. The college may bring someone in to help.

- Timeline – 5 years
  - Make case
  - Make maps
  - Begin implementation
  - Scale program
  - Senators asked if we can use funding to bring in IEPI (yes). Can students earn online degrees (yes, AJ is offered online and Homeland Security will be). Can we leave room for lifelong learners? (yes – see February Rostrum for more on this perspective.)

D. Special Committee Reports

- ECC VP of Student & Community Advancement – **Dr. Jeanie Nishime.**

- Irene Graff is *du sprichst Deutsch* in Germany right now so Dr. Nishime stepped in to provide an overview of our IE Outcomes. See slides that follow.

Institutional Effectiveness (IE) Outcomes

– **IE Outcomes** are the global measures of our Mission & five-year Strategic Plan (Strategic Initiatives)

  – Separate measures for ECC and Compton Center

  – Aspirational goals

  – ECC: http://www.elcamino.edu/administration/ir/docs/planning/InstitutionalEffectivenessOutcomesECCInfographic1516.pdf

  – Compton Center:

  – http://www.elcamino.edu/administration/ir/docs/planning/InstitutionalEffectivenessOutcomesCompton%20Infographic1516.pdf

– The IE Outcomes handout shows:

  – Baseline (2012-13). Note that baselines were established at the high point for some measures; therefore, some areas we have declined since then.

  – Current performance (2015-16)

  – Future goal (2019-20)

Highlights – IE Outcomes

– ECC is on track to achieve 6 out of 14, 5-year goals

– ECC has already reached 4 goals three years early!

– Degrees earned is especially high; Certificates remain below baseline

– Colleges across the state experienced declines in Completion Rates (including ECC)

– One argument is that colleges haven't had enough time for the data to catch up with the innovations. However, if after several more years there's still limited progress, there will be increased scrutiny for how colleges are spending monies for initiatives such as SSSP, SEP, BSI.

– Data collection still problematic for Student Readiness Rate (% of entering cohort that completes orientation, assessment, ed plan)

– Compton is doing well – they've met their goal for seven measures and are also on target for completions. Interestingly, their prepared student completion rate is not on target.

– Senators noted that, as the CSUs and UCs accept more students, the more prepared potential CCC students may instead go straight to university. In other words, inputs affect our outcomes.

E. Unfinished Business BP/AP 4230 Grading & Academic Symbols: 2nd Reading

- **Pages 42-52 in Senate packet.**
- Academic Senate VP Ed Policies -- **Chris Gold**
- The draft in the packet outlines the changes in detail. Some highlights:
- Much of the content has been shifted to the AP, where it's most appropriate.
- We've added P/NP for noncredit courses.
- INP has been added so students in P/NP classes can be granted an Incomplete.
- There was a question about whether our computer systems can add the INP notation. The revisions were sent to Bill Mulrooney and Jean will check with Art Leible.
- The BP/AP passed unanimously.

F. New Business
AP 5500 Standards of Student Conduct : 1st Reading

– **Pages 80-85 in Senate packet.**

– Academic Senate VP Ed Policies -- **Chris Gold**

– Earlier this year, the Senate directed the Ed Policies Committee to have a look at AP 5500 in light of the recent discussions of recording in the classroom. Updates were made to references to our policies regarding sexual and gender-based misconduct and smoking. Jaynie Ishikawa and Greg Toya were consulted. Language regarding recording was taken directly from ed code. Disabled students are allowed to record, with some stipulations. Some additional changes were suggested, which will be considered when 5500 next undergoes a comprehensive revision (the current revision is limited to recording and updates).

– There was discussion of the college's policies regarding smoking marijuana and marijuana odors in the classroom. Greg Toya clarified that while recreational marijuana was legalized with Proposition 64, Federal law still prohibits it. The college accepts federal funds so must abide by federal laws.

– Being under the influence of marijuana is a violation of college policy. Smelling of marijuana, while disruptive, is not. Senators noted that some address disruptive smells in their syllabi. Greg suggested that faculty work with their division and could consider submitting a Maxient report. Some cases may be more appropriate for Starfish, for example, if a student smells because they are homeless. Faculty are encouraged to work with the AIMS team to intervene on behalf of students.

– Senators suggested including AP 5520 in discussions of AP 5500 since it spells out the disciplinary process.

– Greg Toya agreed that reprising a PD Day workshop addressing disciplinary issues would be useful.

F. New Business
Sample Syllabus Statement:
1ˢᵗ Reading

- **Page 86 in Senate packet.**

- Academic Senate VP Ed Policies -- **Chris Gold**

- The Ed Policies Committee developed a suggested syllabus statement which can be shared with faculty. This would be optional and faculty could revise the statement to meet their needs.

- Senators asked about faculty recording students in the classroom, for example, in an activity class or speech communications. In speech communications, students are given the recordings. Chris Gold will investigate whether ed code regarding recording in the classrooms also covers this.

- Some campuses require permission of everyone in the classroom before recording. Others post notices that recording is prohibited without instructor permission.

- Library records interactions in the public spaces. Students record librarians. Is there a need to post signage to notify students?

- Senator Mark Fields noted that in public spaces, individuals do not have a reasonable expectation of privacy.

- The college will want to be cautious about placing too many restrictions on recording on campus; this could interfere with efforts to secure our campus. Relatedly, the college has installed security cameras on campus.

G. Information Items -- Discussion:

- **Certificates Task Force Report**

- Dr. Stephanie Rodriguez (I&T) and Dr. Dipte Patel (Counseling)

- 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. Our shared goal as educators is for students to find employment. The task force has representatives from SEP, SSSP, Counseling, IR, I&T and the Academic Senate. The goal is to look at the big picture to identify milestones. The presentation follows.

CERTIFICATES: MILESTONES FOR SUCCESS

Academic Senate: May 2, 2017

Stephanie Rodriguez & Dipte Patel

PROGRAM CERTIFICATE MARKETING PURPOSE

- Meet Institutional Effectiveness Outcome for Certificates
  - Goal of 659 certificates awarded by 2020
  - Minimum set standard – 592 certificates
  - 474 Certificates awarded 2015-2016
- Even out the high variability in awards across years
- Promote intermittent milestones of success - stackable certificates
- Benefit all students with being more intentional with educational pathway and being informed

Completion of Certificates
Number of Chancellor's Office approved certificates completed

Historical Counts					Goals	
2010-11	2011-12	2012-13	2013-14	2014-15	Short-term Goal (2016-17)	Long-term Goal (2021-22)
439	516	592	478	410	510	659

Source: California Community Colleges Chancellor's Office MIS Data Mart

EFFORTS AND IDEAS TO DATE

- Addressing internal processes that may be barriers
  - Petition/intents for graduation - name, deadlines
  - Awareness and Marketing
- Surveying faculty to determine current practices for promoting certificates in CTE courses
- Identifying capstone courses to reach out at the beginning of the third week
- Presenting at Fall Professional Development day
- Collaborating with other entities including PR and Marketing
- Gathering Student Feedback
- Exploring ways to enhance campus awareness
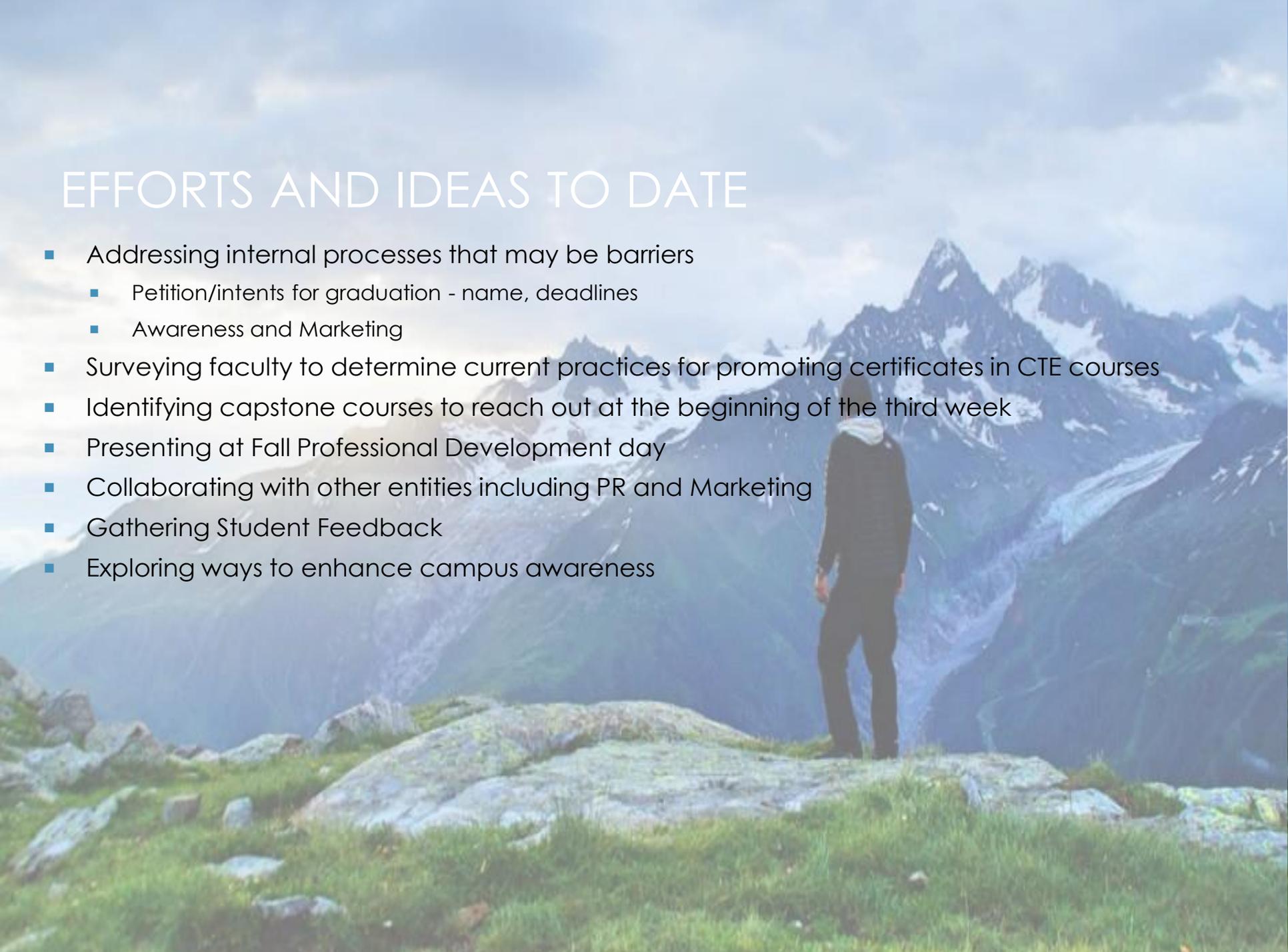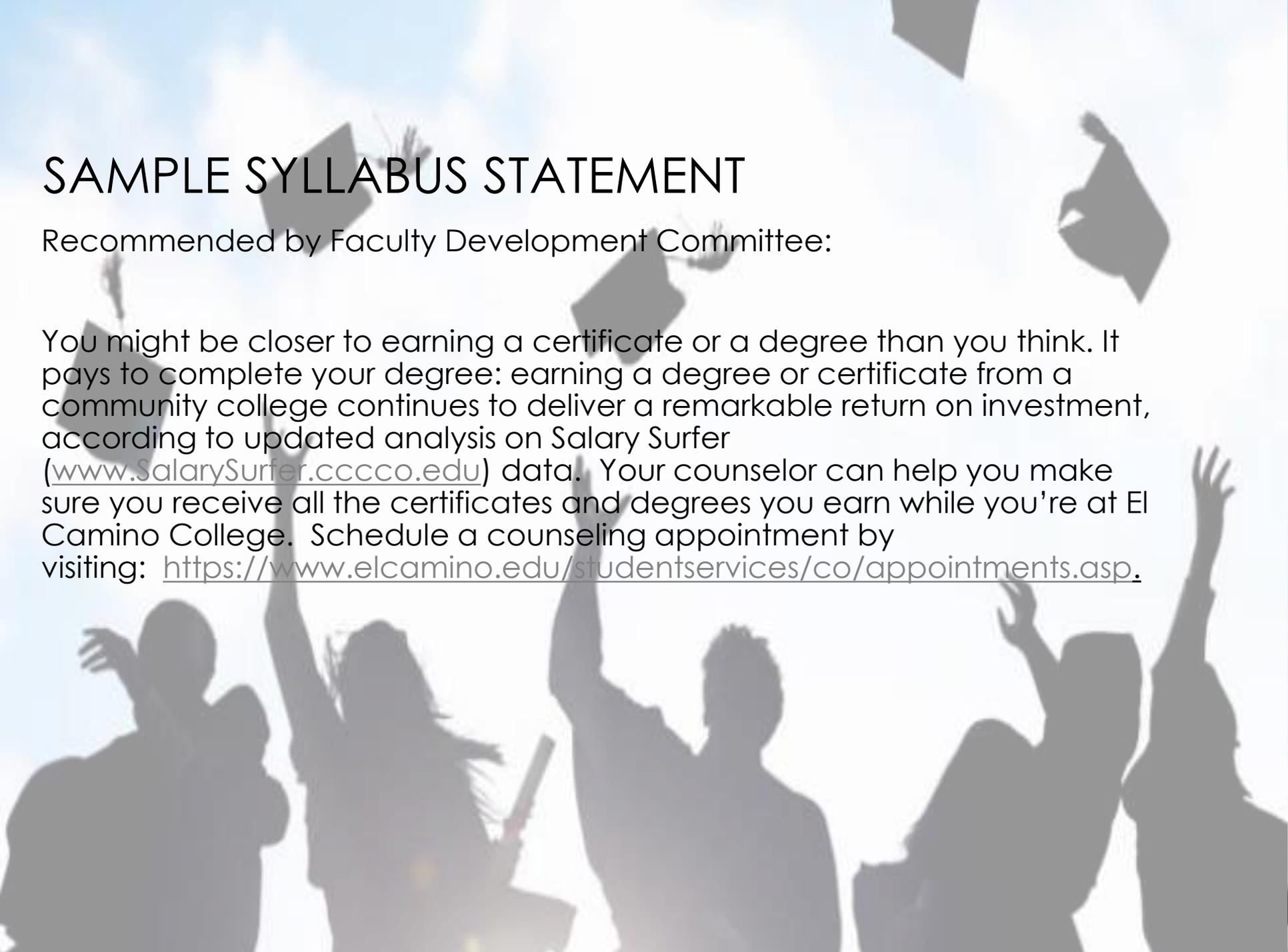
SAMPLE SYLLABUS STATEMENT

Recommended by Faculty Development Committee:

You might be closer to earning a certificate or a degree than you think. It pays to complete your degree: earning a degree or certificate from a community college continues to deliver a remarkable return on investment, according to updated analysis on Salary Surfer (www.SalarySurfer.cccco.edu) data. Your counselor can help you make sure you receive all the certificates and degrees you earn while you're at El Camino College. Schedule a counseling appointment by visiting: https://www.elcamino.edu/studentservices/co/appointments.asp.

- El Camino College ~ Industry and Technology Division

- Stackable Certificates (Skills Builder) of Achievement and Certificates of Accomplishment leading to an AS Degree and/or and/or Transfer. Students have an opportunity to experience success and a sense of accomplishment earlier in their educational endeavors and goals.

- Air Conditioning and Refrigeration

  1. Certificates of Achievement: Air Conditioning

  2. Certificates of Achievement: Air Conditioning and Refrigeration Electronic Controls

  3. Certificates of Achievement: Refrigeration

- Automotive Collision/Repair

  4. Certificates of Accomplishment: *Automotive Accident Reconstruction*

- Automotive Technology

  5. Certificates of Accomplishment: Automotive Air Conditioning Technician

  6. Certificates of Accomplishment: Automotive Collision Investigation

  7. Certificates of Accomplishment: Automotive Engine Rebuilding and Repair Technician

  8. Certificates of Achievement: Automotive Engine Rebuilding/Repair Technician

  9. Certificates of Accomplishment: Automotive Transmission/Drive Train Technician

  10. Certificates of Achievement: Automotive Tune-Up Technician

  11. Certificates of Accomplishment: Brakes and Suspension Technician

  12. Certificates of Achievement: Brakes/Suspension, Transmission/Drive Train Technician

- Cosmetology
  - 13. Certificate of Accomplishment: Cosmetology Level I
- Electronics and Computer Hardware
  - 14. Certificate of Accomplishment: AutoCAD Mechanical Drafting Trainee
  - 15. Certificates of Accomplishment: CompTIA Computer Hardware Technician
  - 16. Certificates of Accomplishment: Computer Hardware Technician
  - 17. Certificates of Accomplishment: Electronics Technician
  - 18. Certificates of Accomplishment: Robotics
- Engineering Technology
  - 19. Certificates of Accomplishment: Electrical and Electronics Engineering Technician
  - 20. Certificates of Accomplishment: Mechanical Engineering Design Technician
- Machine Tool Technology
  - 21. Certificate of Achievement: CNC Machine Operator
- Welding
  - 22. Certificate of Accomplishment: Shielded Metal Arc Welding (SMAW) Structural Steel
- Health Sciences and Athletics
  - 23. Certificate of Accomplishment: Athletic Trainer

YOUR FEEDBACK AND IDEAS

- What are other ways to promote certificates
  - ....With faculty?
  - …With students?
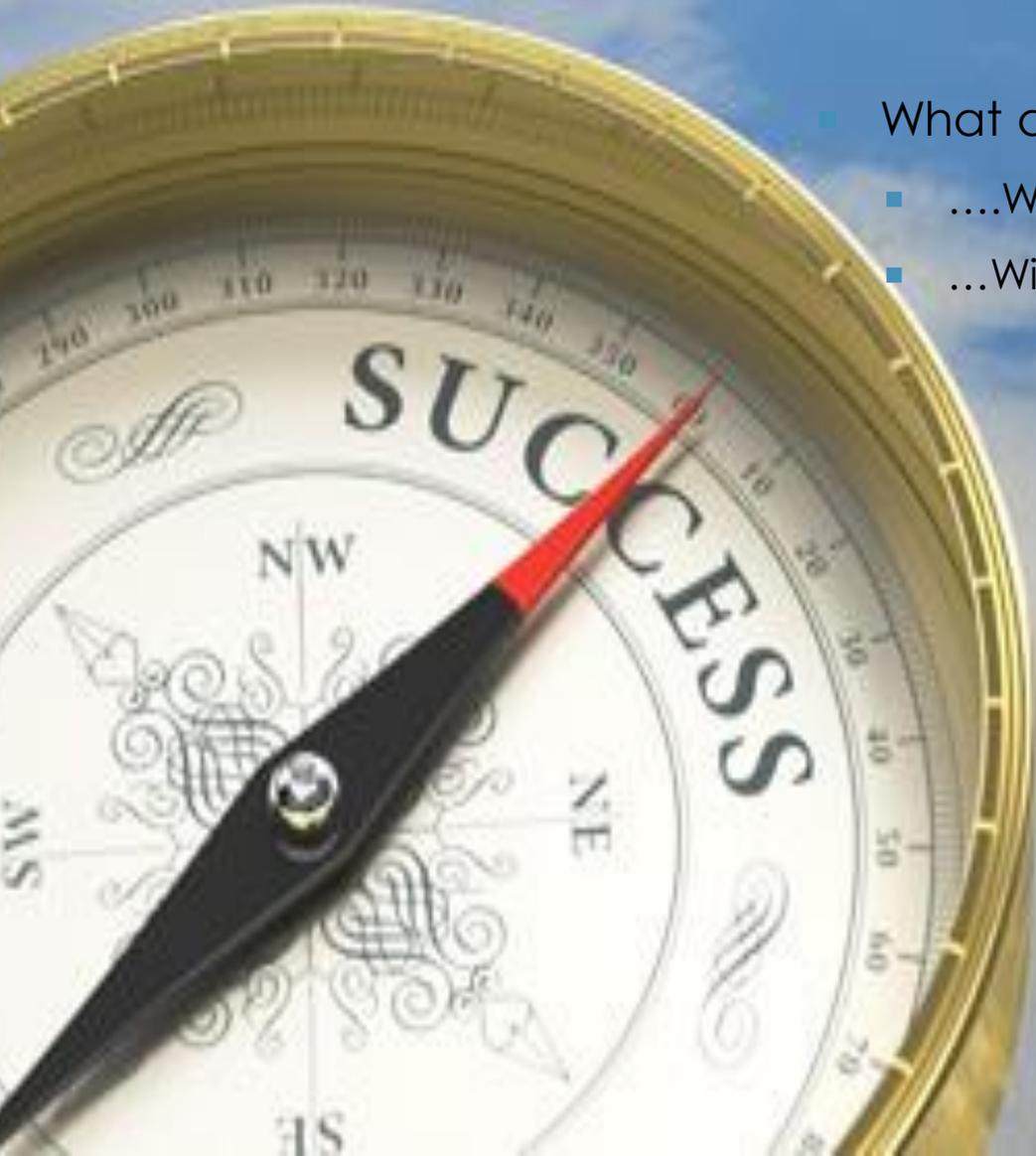
G. Information Items -- Discussion:

– **Certificates Task Force Report**

– Dr. Stephanie Rodriguez (I&T) and Dr. Dipte Patel (Counseling)

– There was discussion of whether certificates could be automatically granted to students who have reached the milestones. While former financial aid restrictions have been addressed, there is no automated way to identify all of the certificates for which a student is eligible.

– The degree audit program will alert students as they approach their stated goal but it tracks progress toward a specific goal (rather than assessing all credentials for which a student is eligible).

– "Desire to Learn" software has this capability. Another area college (rhymes with Santa Veronica…) has a home-grown program that also has this capability.

– While ECC's system doesn't allow this type of analysis, our counselors have the necessary expertise and work with students to identify milestones.

– "Cheat sheets" are being developed to aid faculty in raising awareness among students. And all certificates offered by the college are listed in the catalog.

– The College Curriculum Committee considers the number of graduates when reviewing the viability of a program. In addition, workforce demands are considered. Our goal is to make sure our students are earning credentials not just for the sake of earning credentials but so they can find employment. Would you like to earn a free cup of coffee? Email KDD (kdaniel@elcamino.edu) to let her know you've read the meeting PowerPoint carefully!

G. Information Items -- Discussion:

- **Report from ASCCC Spring Plenary**

- Claudia Striepe, Library Learning Resources Senator & former Senate President

- A thorough, informative presentation follows with news from the plenary. Some highlights include:

- There are positive changes underway at the ACCJC.

- Please laud our Curriculum Committee Chair Allison Carr. There will soon be more local control for curriculum so there's a need to increase reassign time and professional development.

- Information was provided for how to enhance cultural competencies. Again, there's a need for continuing professional development.

- Senates were encouraged to appoint legislative liaisons.

- Many thanks to Senator Claudia Striepe for representing ECC and keeping everyone informed of news and updates!

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Highlights from the Spring Plenary Session April 20-22, 2017

Accreditation: *ACCJC recognized for the last 18 months of contract/ working on adopting a single regional accreditor/ACCJC held a conference.*

. **Accreditation Update "Latest News" – Craig Rutan**
ACCJC has an interim President (Winn) while the search is on for a permanent President, with final interviews expected in June 2017. Dr. B. Beano left in December. This leadership change seems to have fostered change in a positive direction.

A 2016 taskforce led to two CEO Workgroups (involving college Presidents and the Chancellor's office) being formed. One to look at improving operations and interactions with the ACCJC, and the other to explore the future of accreditation in the CCCs, which may or may not include the ACCJC or the other current alternative WASC Senior. The groups are still working and a finish date is unclear, but CEO Workgroup updates can be found on ccleague.org/

Workgroup 1 has been working with ACCJC to improve processes and address concerns of colleges, and their focus is on Training, Communication, the evaluation process, structuring of visits, and so on. There have been some changes – guides have been updated (for instance, the Guide to Evaluating Institutions), ACCJC conferences have been held, communications sent to CEOs, and information will be distributed to Senate Presidents.

Colleges are like students, there are A students and B, and C students that still pass courses. Colleges do not have to be at an A level on everything.
The public comment section of the ACCJC meetings has been moved up to the beginning so that public comment can influence policy changes, and the ACCJC has provided clearer guidance on certain standards eg: Std 1B3, and 1B6
Still to do for Workgroup 1:
Develop and implement a comprehensive evaluation process of the ACCJC
Reduce the burden on colleges and visiting teams
Return collegiality to the peer review process and not be seen as a "gotcha" team.
The process is intended as a mean "to help each other get better'. We used to have 10 Standards – now there are fewer but more sub-standards. Perhaps more focus is needed. More faculty Commissioners needed.

Workgroup 2 has been looking to the future. Model system elements would include :

A collegial learning community with the accreditation body seen as a partner

Transparency

A well-developed infrastructure for training teams and colleges in expectations

Peer evaluation that aims at improving the institution and student success

Do we define success in the same ways that the UCs and CSUs do?

It is the consensus of Workgroup 2 that there should be a single accreditor in the Western Region. IF the decision was made to use WASC Senior in place of ACCJC it should be borne in mind that:

It could take up to 10 years to transition

Colleges might need to work with both for a period

It is not clear that WASC Senior would accept all 113 CCCs

So it can be seen that this is a massive effort and it is not clear that we are ready for the undertaking, and may elect to stay with an improved ACCJC. NOT that we are happy with ACCJC, but it might also make sense to have a separation of the University and CC system. So wavering and doubt exist.

California is unique from other regions in that we have so many CCs, and we have the K-14 legacy which is not the same as other states, we have open access.

The National Advisory Commission on Institutional Quality and Integrity delivered some resolutions and recommendations including that: ACCJC can accredit Baccalaureate degrees (only 1 per college), and that the ACCJC be recognized as the regional accreditor for the 18 months remaining on their contract.

Curriculum: *plans to streamline/* **Program & Curriculum Approval Handbook (***PCAH) 6th ed out soon/upcoming Curriculum Institute*

Curriculum Streamlining (Panel) (Dr. Pam Walker, Dolores Davidson…)
It was acknowledged that the curriculum process takes too long, especially once it reached the Chancellor's Office. The aim now is to develop new processes that will speed things up and move more quickly through the Chancellor's office. These processes will not be done or unveiled until the Curriculum Institute – process work has been going on for three years
Old Way – blame Chancellor's Office   New Way – sit down together and solve the problems and do away with the cycle of blame.

The Workgroup had determined:
Stand alone courses are now Local Authority
They are looking at credit courses first, doing things methodically and in phases
They discovered that there has been a big increase in ADT submissions
Problems include: No increase in staffing and resources to tackle initiatives/ Technology drives Curriculum and there is no bridging software between the Chancellor's Office and local management systems
The Workgroup recommends:
Developing a process that allows for more local approval beyond stand-alone courses
Streamlining the Recommendations process   Developing a new process for state Chaptering at the CCCCO
Annual Credit Courses Certification where colleges must prove that they have examined the documents
This will mean more responsibility for Curriculum Chairs. This will take time as colleges and the Chancellor's Office are severely understaffed in this area.
The Chancellor's Office will change, providing more training and local visits, CO folks will be assigned to colleges for visits and "personal" contact.
The Curriculum process is "owned" by faculty, BOT must approve but not "tinker" with Curriculum.
Colleges must sign certifications or course go into "the queue".
Next Steps:
Curriculum Streaming White paper out end April 2017   PCAH 6th ed to be published
ADT and non-credit streamlining   Examine potential of more local approvals
Regional Workshops – next April 26th Long Beach – no charge for attendees

Curriculum Institute July 12ᵗʰ Riverside - Free if you sign up

2017 Curriculum Institute
Deadline to Register/Application Deadline:
Monday, June 12, 2017 - 5:00pm
The 2017 Curriculum Institute will be held at the [Riverside Convention Center](#) 3637
Fifth Street, Riverside, CA 92501 on July 12 - 15, 2017

Professional Development College: *New modules open to all/ Curriculum Development – 5 modules under development that could additionally be used for new member and faculty orientations*

1. **Professional Development Session (Julie Adams, Michelle Pilati, Cleavon Smith)**
   The main problem is the PD varies widely by college – some have one Committee overall, some have one for Faculty and one for Classified, some have nothing…this is dysfunctional. Other problems include the issues raised by adjuncts, what counts (or not) as PD, the escalating costs of PD, time for follow-up conversations.
   The ASCCC is trying to be responsive to the above via Institutes (Hiring, Curriculum, Leadership…), free Regional meetings, Plenaries, potential online offerings via zoomchat that may be archived.

The <u>Professional Development College Online Modules</u> CAN serve for faculty development and training., most modules come with a certificate. Modules on Curriculum and Governance may be good for committee/Senate orientations. All are free, chunked into discrete modules. More are under development. Can it count for FLEX ? – this is a local decision.
Senates and FDCs should put these opportunities on PD reminders. The Chancellor's Office is trying to get ongoing education units and credits for some of the offerings.
The Chancellor's Office is rethinking its role in PD – stepping back and giving more local control.

Once on PLN (Professional Learning Network) (free via .edu email address) you can access the online training. Lynda.co, Skillsoft and Grovo all offer modules.
Skillsoft is more technical – perhaps for the IT staff professional development. Lynda is highly recommended, and the DE faculty could be encouraged to use it. Grovo has 2 minute sessions, and is currently a bit troublesome, but is being worked on.

Due to high interest, plans are being developed for free faculty conferences online. The group is also working on a video of the history of the CCC which should be ready in 2018.

Creating Spaces for Student Support and Engagement Q&A
Society likes categories, students are put into boxes like Gender, Ethnicity, Nationality, Homeless, Incarcerated….
Professional development is important in this area, both for current faculty/staff, and to inform hiring practices. Many faculty do not live within the communities where they teach.
We must look at all our policies (including attendance, cell phones…) to ensure we are taking into account life circumstances, and we must TALK to our students. Campuses should be investigating initiatives like food pantries, shower opportunities, hours of operation for student services like libraries, cashiers, counseling…

A. RISE@Sierra College came about in Fall2016, from a student equity committee conversation. Three centers were opened – Women's Center, LGBT Center and RISE. The RISE Program is very intrusive as this seemed to work best. In line with nationals Pathways Programs they have 4 cohorts in RISE@Sierra ; Wonoti (open), Black Excellence, ALAS (LatinX), General (open)

B. LGBTQIA+@MiraCosta (I=Intersex, A=Asexual, +=other non binary)
The concerns in this population include rejection, bullying (which leads to dropping out), homelessness, anxiety, depression, suicide. These are compounded and multiplied if in multiple groups (eg: LGBT AND homeless)
How are CCs addressing the needs of these students? See http://www.ccclgbt.org/

Advised to use technologies like BANNER (from Ellucian) as this can track transgender programs, add preferred identities for statistics.
Advised to mirror some of these efforts at local campuses.

Facilitating Civil Dialogue
"No-one should make the claim of being educated until he/she has learned to live in harmony with people who are different."
Cultural Competency training.
There are many definitions of cultural competency. Students do not know us just as much as we do not know them. There are many levels of competency – in areas of awareness, experiences, ethnicity, culture….
There has been a rise in intimidations and hate crimes since the elections. This scares students and they do not know how to deal with events. How can we discuss events and issues at the local college level and help and engage with students?
The Democracy Commitment (TDC) is a national organization dedicated to advancing democracy in America's Community Colleges via "Deliberative Dialogues. Here is one link:

http://thedemocracycommitment.org/wp-content/uploads/2015/02/Deliberative-Dialogues-User-Guide.pdf They also offer an 8 hour training on dialoguing and finding common ground.

Colleges should have spaces, but also teach resiliency and encourage students to take action on their own and get involved. Faculty should model behaviors by being inclusive and listening to other views, and encouraging people to talk.
Some legal questions that have come up include: (They could not legally tell us the answers in the Plenary forum)
Can a district decline to disclose student information?
Can a district get out of CCCApply if SS#s are required for enrollment?
Can a district continue to employ DACA student workers if their permits have expired?
Can a district stop requiring FAFSA as a universal application for CC financial aid and rather make the BOG fee waiver more widely available?
Strategies to Use:

Respect various opinions	Urge PD diversity trainings
Faculty should provide support to students	Create safe spaces

Strengthen the community and collaboration between the Academic Senate and Student leaders and groups and encourage student s to take the lead as they listen best to each other.
Train peer mentors and student leaders on diversity awareness and inclusiveness

Do not discuss personal politics	Use critical analysis
Encourage students to vote	Adopt a civility statement in syllabi

State Govt Budget: *$6 million put aside for an integrated Library system/$10 million put aside for the OEI to purchase CANVAS/awaiting May revise*

Faculty Hiring & Diversity: *Aiming to get Best Practices out/PD needs to promote cultural competency*

Legislation: *Trends include Undocumented students, Access to CC, Affordability, Accountability. On the radar are Irwin AB 705 Multiple Measures, Bocanegra AB 847 Academic Senate Membership and Demographics, Medina AB 637 Equity/ ASCCC is working with the legislators. Local senates NEED legislative liaisons/Senate shouls please respond to surveys as the results go to legislative hearings and other state level commissions*

Min Quals and Equivalency: *For Credit Apprenticeships proposal developed, please review with local Senates and provide feedback/re: Non Credit – an inaugural Non Credit Summit is being held May 4/5, Sold out, more planned*

Strong Workforce Program: *Local senates feel they are not meaningfully involved so a plan is being proposed to require Senate sign-off./CTE hiring/we are in year 2 of the 17% SWO funding distribution, but different funding factors are being used in year 2, some feel it is more "performance" based on results from the 1st year*

Transfer: *There is a new Transfer Model Curriculum for Environmental Sci, Hospital Management, Social Work &Human Service ,LawPublic Policy & Society/ A possible pilot for UC Transfer Pathways*

The ASCCC also does local college visits and indeed wants to visit all 113 colleges for fun. They also make focused visits in areas like curriculum assistance, or governance assistance.

KEYNOTE SPEAKER: Dr. Mauel Pastor (USC) California Forward https://pressroom.usc.edu/manuel-pastor/

Breakout session notes can be accessed here: http://www.asccc.org/search/node/Spring%20Plenary

C. Officer Reports: President Kristie Daniel-DiGregorio

Pages 14-21 in Senate packet.

1. **Coming Attractions at a Senate Near You:**

– **May 16th Senate Meeting:**

– Updates on Canvas and Distance Education.

– For your consideration: Add Distance Education Advisory Committee (DEAC) as a subcommittee of Academic Senate.

2. **College Council Update:**

– Reviewing a number of ed policies, including Educational Administrator Retreat Rights. See KDD for more information and visit website for agendas and minutes:

– http://www.elcamino.edu/administration/campus-committees/college-council/

C. Officer Reports: President Kristie Daniel-DiGregorio

3. **Chancellor's Office Strategic Vision:**

– The CCCO is developing "a long-term, ambitious vision grounded in the needs of the state." Please consider offering your feedback (deadline 5.31.17):

https://foundationccc.org/Strategic-Vision-2017
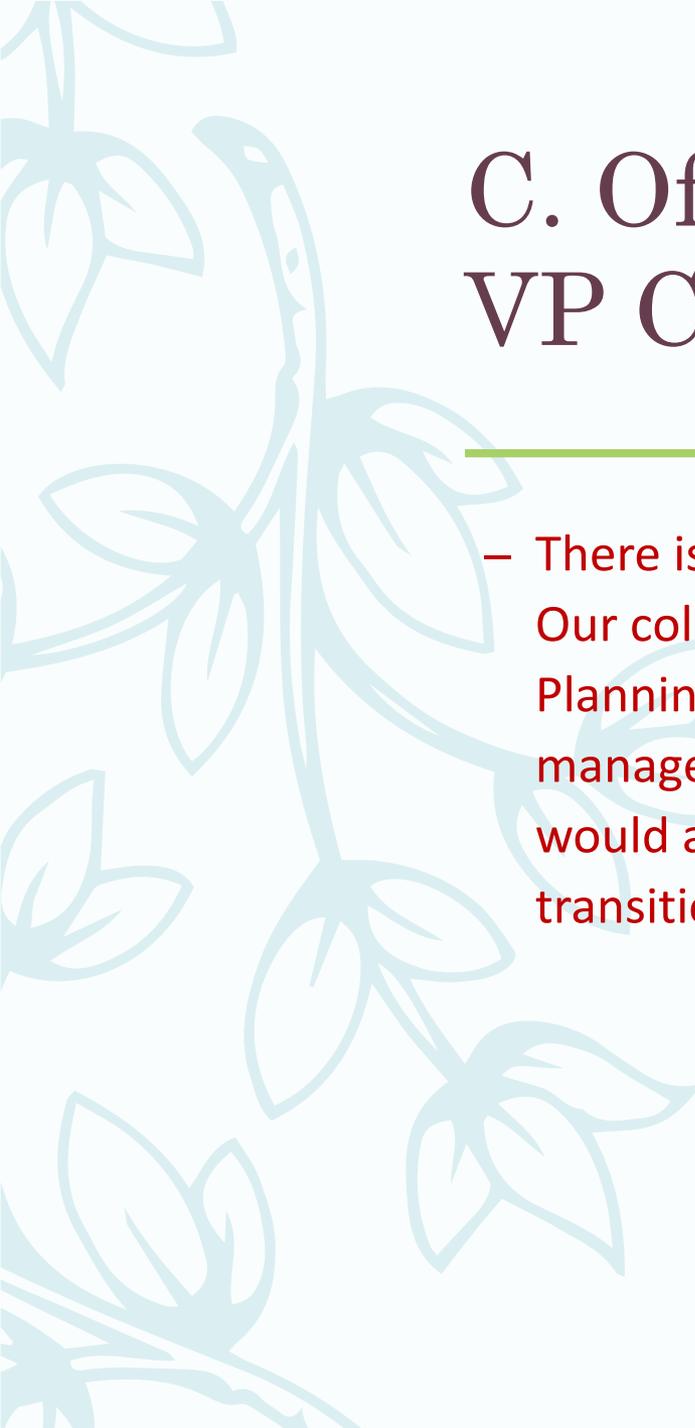
C. Officer Reports: VP Compton Ctr., Paul Flor

– There is a lot of planning underway at the Compton Center. Our colleagues there have been working on a Strategic Planning Summit, board policies, SEP, and enrollment management planning. AB 1299 is moving forward and would allocate $16.2 million to help with the center's transition to an independently accredited college.
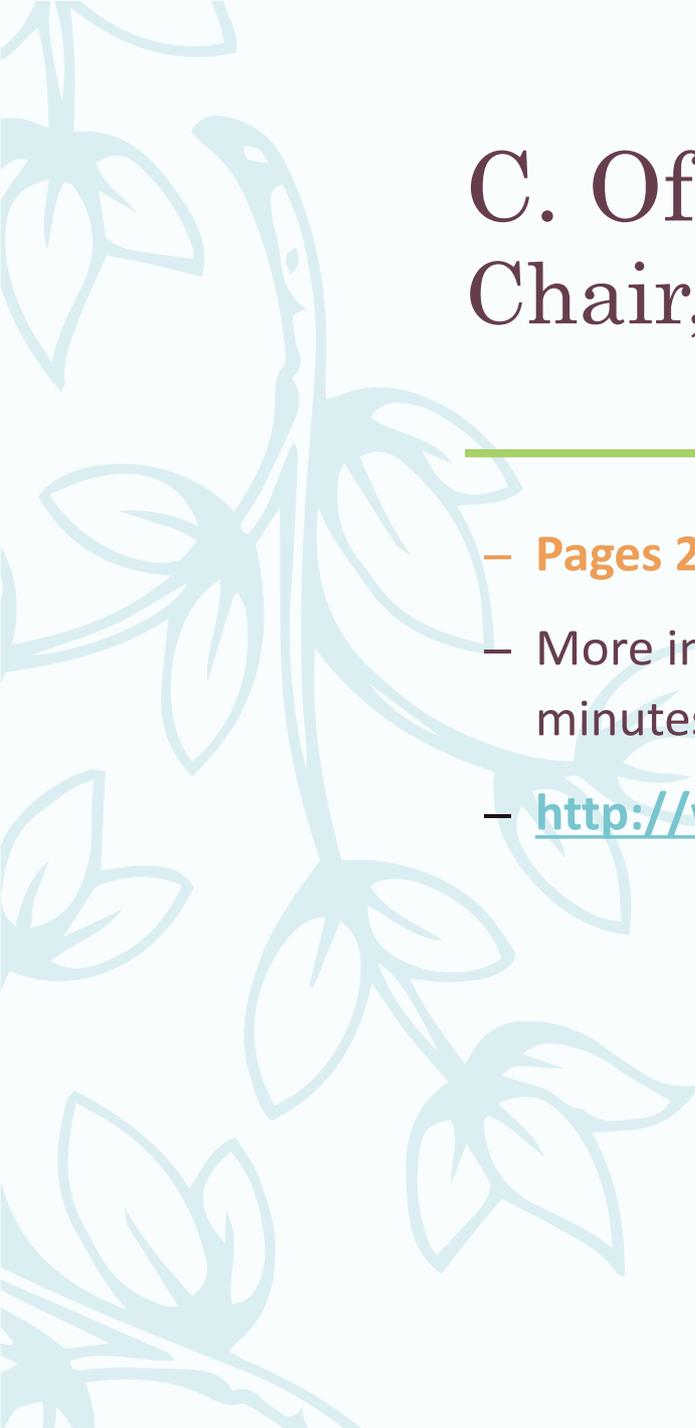
C. Officer Reports:
Chair, Curriculum: Allison Carr

– **Pages 22-25 in Senate packet.**

– More information, including College Curriculum Committee minutes, can be found on the ECC website:

– http://www.elcamino.edu/academics/ccc/.

College Curriculum Meeting 4/25/17

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

Academic Program Approvals

Architecture A.S. Degree

Architecture Certificate of Achievement

Consent Agenda Approvals

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

Next meeting is 5/9/2017 2:30 – 4:30 p.m. Distance Ed.

C. Officer Reports:
VP, Ed. Policies, Chris Gold

Pages 26-27 in Senate packet.

The Ed Policies Committee is looking at Minimum Qualifications and Faculty Service Agreements. Thanks to Barb Perez (HR) and Carolee Vakil-Jessop (Federation) for joining the last meeting. MQs are used for hiring. FSAs are used for lay-offs. FSAs haven't been updated since 1990 so a review is underway. Development of AP 7211 is also underway.
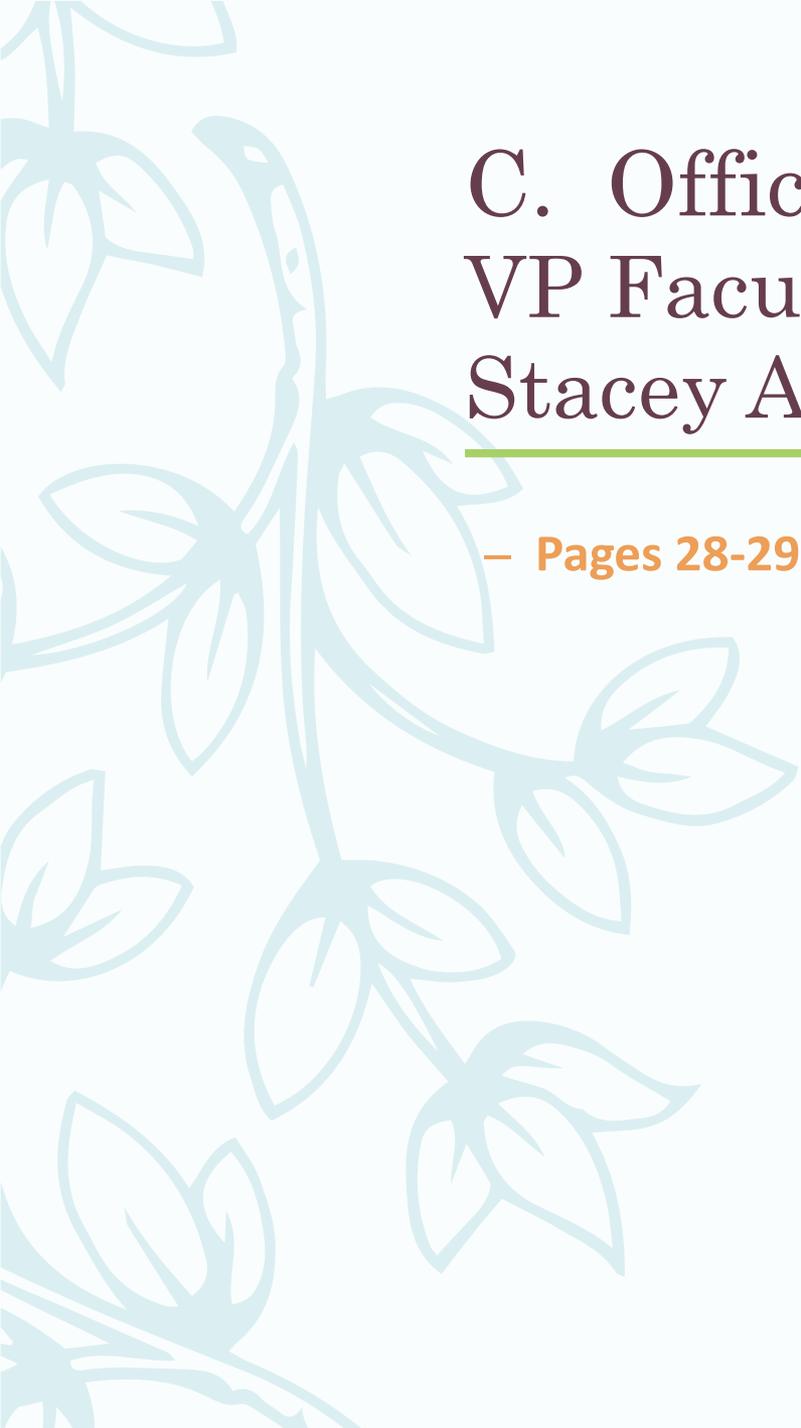
C. Officer Reports:
VP Faculty Development, Stacey Allen

– **Pages 28-29 in Senate packet.**

This series was developed in response to a well-attended and highly-rated workshop at PD Day. This is your chance to learn about resources to support your students. All are welcome even if you can't attend both workshops.

Faculty Development
Informed and Inspired – May Series

Getting to Know ECC Tutoring Services

– May 11th – Walking Tour

– May 18th – Panel Presentation

– Math Study Center – Julius Duthoy

– Writing Center – Barbara Budrovich

– Reading Success Center - Vonetta Augustine

– Learning Resources Center - Sheryl Kunisaki

– 1:00-2:00 in West Basement, Library

El Camino College
Faculty Development Committee
Presents

INFORMED & INSPIRED

Lunchtime Faculty Development Series

You'll see many familiar faces here – the Senate is well-represented, including our own Stacey Allen who is on the design team. Please consider applying for the next cohort. More information is on the ECC website.

Application deadline: May 19th

C. Officer Reports:

- VP, Finance & Special Projects, Josh Troesh

- PBC is watching enrollments. There's been no change for spring which is good news – the downward trend is abating and winter enrollments didn't undermine spring enrollments. We are waiting for budget information from the governor.

- VP Academic Technology, Pete Marcoux

- **Pages 30-36 in Senate packet.**

- The integration between Canvas and Datatel has been delayed. Eight campuses are waiting and the new projected date is July. This may prevent the college from populating all courses with Canvas shells for fall semester.

- VP, IE/ALC & SLOs Update, Russell Serr

- **Pages 37-41 in Senate packet.**

- Progress continues in gathering data for the ILOs. We are disaggregating data which is very time-consuming. This requirement may be modified. Tracdat is now reflecting spring 2017 so faculty can begin entering data.

Agenda, Continued

- **H. Future Agenda Items**

  - Ed Policies:, BP4115/AP4222 Remedial Coursework

  - Student Success Initiatives (SSSP, SEP, BSI, BSSOT, 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**