

ECC
Academic
Senate

OCT. 1, 2019

Welcome to our Deans Rep Russell Serr
from Health Sciences and Athletics



Officer Reports

President's Report

Several Opportunities to get involved in committees on campus

- Calendar Committee
- Divisional Alignment Task Force
- Grade Appeal Committees (2)

Curriculum

Conducted CCC training for Certification required by the Chancellor's Office

Approved:
2 Noncredit courses and 1 noncredit certificate
2 Reactivations
31 Course reviews
2 Degree revisions
37 DE addenda

Will review BP and AP 4020 at the Oct. 8th meeting and report back to the Senate

Educational Policies

Thanks to LLR and Humanities for finding committee reps

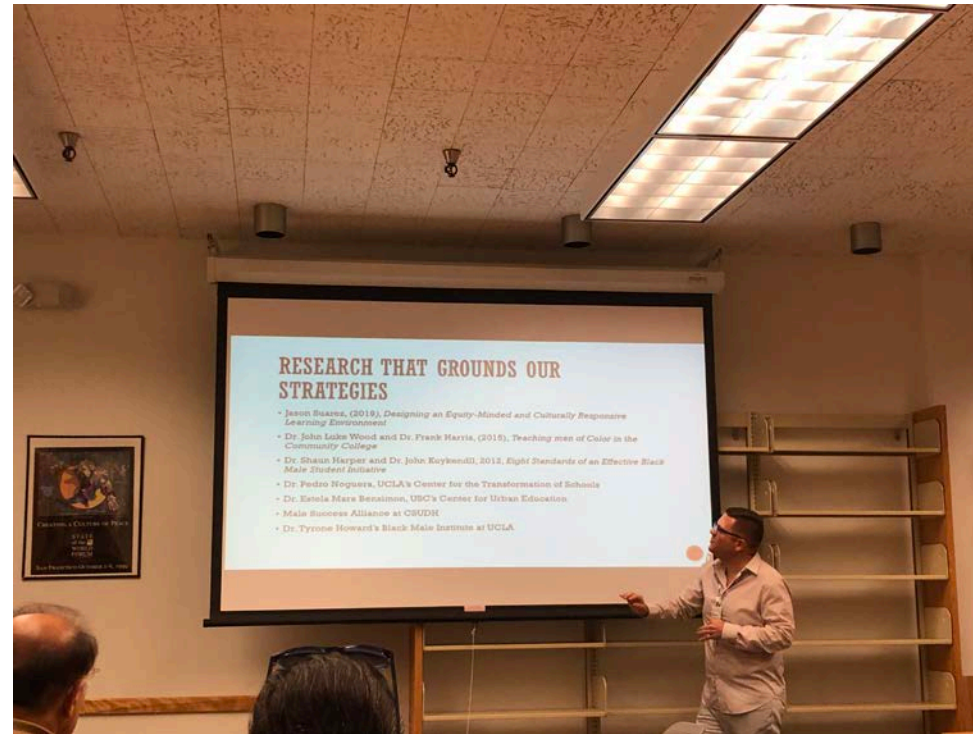
Still need reps from Business, Fine Art, Health Sciences and Athletics, and Math

Faculty Development

Informed & Inspired
Building Capacity to Lead:
Holistic Wellness for Men of
Color

Presented by:
Analu Josephides
Robert Williams
Cesar Jimenez

Next Informed & Inspired:
October 31st



Faculty Development

Wellness Warriors

Lunch & Learn

Exercises at Your Desk

Don't get defeated by your desk!
Learn how to decrease stiffness and joint pain with
mobility drills that can be done at your desk without
any equipment!

Thursday, October 3rd

12:15-1:00 in the Distance Education Center

Presenter: Kim Jones, Strength & Conditioning Coach

Faculty Development

Faculty PD Plans due on Cornerstone by
Friday, October 25th

Name: **Smarty Pants**

Division: **BSS**

2019-2020 Faculty Professional Development Plan

As stated in the *Guidelines for the Implementation of the Flexible Calendar Program* by the Faculty Development Committee of the Academic Senate for California Community Colleges in cooperation with the Chancellor's Office, "[e]ach faculty member is responsible for the development of an individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G))" (p. 21).

Professional Development Objectives:

Please list your professional development objectives for this year. (Max characters: 3000)

1. I plan to attend at least three sessions of Informed & Inspired this year (3 hours of flex).
2. I will participate in the New Student Welcome Day in the spring (2 hours of flex).
3. I will attend an SLO training workshop in the fall to learn how to enter SLO assessments in Nuventive (1 hour of flex).
4. I will present a breakout session on equity-minded teaching on Spring Professional Development Day (3 hours of flex).
5. I will attend the Behavioral Management Workshop: Strategies for Prevention and Intervention sponsored by ECC Student Health Services on October 25, 2019 (6 hours of flex).

Please explain how your professional development objectives will lead to staff, student and/or instructional improvement.
(Max characters: 3000)

For the most part, the professional development activities I plan to complete in 2019-2020 will contribute to instructional improvement; for instance, presenting on Spring PD Day about equity-minded teaching and attending Informed & Inspired sessions provide opportunities for teaching and learning more about the students we serve at ECC and best practices for culturally-responsive pedagogy. By attending the Behavioral Management Workshop, I hope to learn how to better manage disruptive behavior in the classroom and how to identify and manage suicide risk. By completing Nuventive training, I will acquire the skills I need to use technology to better assess student learning in my classes. Lastly, participating in New Student Welcome Day contributes to student improvement as we work to create a more welcoming and inclusive environment for our students at ECC.

Finance

Academic Technology



Wifi- reports of wifi being unsecure are false. “Warriors” for students and non ECC devices. “Warrior_local” for ECC devices (faculty laptops, Chromebooks, etc)

Webex- we have free access. Contact the help desk to set up an account.

Email to cloud- contact help desk if you’d like to move your account to cloud as part of a pilot: issues, can’t be undone.

Classroom Projectors update: looking for funding. Some divisions using their own money.

Instructional Effectiveness

SLO ASSESSMENT STATUS REPORT SUMMARY - SPRING / SUMMER 2019

09.30.2019

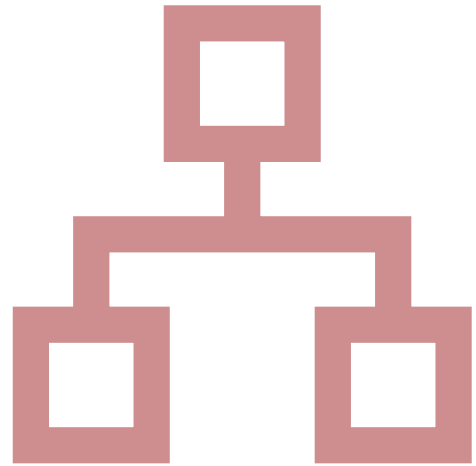
DIVISION	TOTAL NO. OF SLO ASSESSMENTS DUE	COMPLETED TO-DATE	PERCENT COMPLETED	NO. OF INCOMPLETE ASSESSMENTS	LIST OF INCOMPLETE ASSESSMENTS
Behavioral and Social Sciences	56	54	96%	2	SEE INDIVIDUAL DIVISION LIST
Business	35	35	100%	0	SEE INDIVIDUAL DIVISION LIST
Fine Arts	115	85	74%	30	SEE INDIVIDUAL DIVISION LIST
Health Sciences and Athletics	76	72	95%	4	SEE INDIVIDUAL DIVISION LIST
Humanities	100	100	100%	0	SEE INDIVIDUAL DIVISION LIST JOUR 1 SLOs HAVE NO ACTION ITEMS
Industry and Technology	84	51	61%	33	SEE INDIVIDUAL DIVISION LIST
Mathematical Sciences	19	16	84%	3	SEE INDIVIDUAL DIVISION LIST
Natural Sciences	21	18	86%	3	SEE INDIVIDUAL DIVISION LIST
OVERALL TOTALS	506	431	85%	75	

Institutional Effectiveness, cont'd.

PLO ASSESSMENT STATUS REPORT SUMMARY - SPRING / SUMMER 2019

09.30.2019

DIVISION	TOTAL NO. OF SLO ASSESSMENTS DUE	COMPLETED TO-DATE	PERCENT COMPLETED	NO. OF INCOMPLETE ASSESSMENTS	LIST OF INCOMPLETE ASSESSMENTS
Behavioral and Social Sciences	3	1	33%	2	SEE INDIVIDUAL DIVISION LIST
Business	1	0	0%	1	SEE INDIVIDUAL DIVISION LIST
Fine Arts	3	2	67%	1	SEE INDIVIDUAL DIVISION LIST
Health Sciences and Athletics	4	3	75%	1	SEE INDIVIDUAL DIVISION LIST
Humanities	1	1	100%	0	SEE INDIVIDUAL DIVISION LIST
Industry and Technology	3	1	33%	2	SEE INDIVIDUAL DIVISION LIST
Mathematical Sciences	4	2	50%	2	SEE INDIVIDUAL DIVISION LIST
Natural Sciences	2	1	50%	1	SEE INDIVIDUAL DIVISION LIST
OVERALL TOTALS	21	11	52%	10	



Special Committees

Academic Affairs

- Professional Development Plans
- Accreditation Forums
- Guided Pathways and meta-majors moving forward
- Faculty Evaluations, Reviewsnap and moving online
- Communications: Open Office Hours and other strategies

Student Services

Distance Education

- AP 5070 Attendance Accounting Procedure
 - Reviewed language of elements relating to online courses:
 1. No Show Reports
 2. Withdrawal by instructor
 - Language is anchored in federal and state definitions of required interaction
 - Discussion of whether specifying a day for the start of term for No Show report is needed in this procedure. It was determined that it should instead be clarified in AB 4105: Distance Education
 - Proposed that faculty define their "required interactions" in their syllabus (e.g. College of the Desert)
- Panopto pilot
 - Exploring potential of becoming a CCC "Pioneer Partner" with Panopto, a video creation and distribution software as a service platform. Would receive discounted price for 3-years. DEAC approved further exploration and referred question to Academic Technology Committee.

Unfinished Business

New Business

AP 4227

[Packet pgs. 19-22](#)

- Proposed AP pgs 19-20
- CCLC Template pgs 21-22

AP 4102

[Packet pgs 23-24](#)

- Proposed AP pg 23
- CCLC Template pg 24

Information Items



Guided and Self-Placement

SCOTT KUSHIGEMACHI

Guided and Self-Placement

All incoming students complete the English and Mathematics Placement Survey as part of the onboarding process. The vast majority of these students have completed 3+ years of high school in the U.S., and the survey places them according to the default placement rules, which have been shared with Academic Senate in the past. **The following Guided and Self-Placement processes are used for the exceptions, which are handled by the Humanities and Mathematical Sciences Division Deans and Associate Deans.**

English (not ESL)

- Students with **a high school diploma equivalent** are automatically placed into Freshman Composition with a required co-requisite (ENGL 1A+1AS), or just Freshman Composition if they completed at least two years of high school with a 2.6+
- Students educated in **a foreign country with an English-speaking high school system** are placed using the default placement rules after an analysis of how their GPA would translate into a 4-point scale

English (continued)

- **Native English speakers educated in a non-English-speaking system** are informed of the default placement options and asked to select the most appropriate placement
- **Native English speakers** who are not in any of the scenarios above are automatically placed into Freshman Composition with a required co-requisite

Mathematics

- Students who are in the **11th grade or above** and who have **completed at least two years of high school** are placed into Mathematics courses according to the default placement rules
- All other students without 3+ years in a US high school:
 - Initially receive **the lowest college-level GE Math placement and the lowest college-level BSTEM Math placement**
 - Can appeal for **a higher placement based on successful high school coursework** that aligns with the default placement rules

Campus Construction Update
