

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
-
-

Excused: Y. Cooper, Y. Kawasaki,
A. Gallagher, A. Sharp, M. Mata, A. Carr

ACADEMIC SENATE MINUTES

April 18, 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 fifth Academic Senate meeting of the spring 2017 semester to order on April 18, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of packet for minutes from the April 4 meeting. Minutes were approved with corrections. M. Fields motioned, K. Striepe seconded.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-15)

We are pleased to have Associate Dean Randall Davis with us today. R. Davis: Good afternoon everyone, I was initially hired at ECC in 2012 as an adjunct faculty in Administration of Justice. I moved to the Interim Associate Dean in September, 2015, which lead to my current role. Before I came to ECC, I had a “dual career.” I worked in law enforcement for the Orange County District Attorney’s office over 20 years. At the same time, during the 90’s, I was an adjunct at several different community colleges. I also worked for the State of California for some of their training and development programs. I have written numerous books on law and Crime Scene Investigation; that is my specialty. I am kept very busy as dean, there is never a dull moment with 18 academic departments. I work closely with the Strong Workforce Program, budgeting, grants, and supervision. I’m on the LA/Orange County Regional Consortia as a voting member. I’ve been working on expanding our public safety training center; it is needed here in the South Bay. It would help bring in students who never would have come here initially. I’m working with EMT’S, Fire, Paramedics, and Hazmat to expand training and hiring. KDD: Thank you for taking the time to join us. This is a great way to see what is going on around campus!

There are a couple of things I want to share with the senate. The Board met last night, and Dr. Maloney invited Dipte Patel (Dean of Counseling), to give an update on the Dreamers Task Force. Dipte is the chair of the Task Force, which is comprised of administrators, staff, faculty, and students. The list of things that have happened since November is very impressive. We have a lot to be proud of. The college has come together and been a model for collaboration campus-wide. The Senate, Counseling, Financial Aid, and Student Development have all been very busy. The Board seemed pleased, and President Brown offered his help and support if there was anything we need in our efforts to secure our “Dreamers.” That was very much appreciated!

The Board also reviewed the resolution that we discussed and endorsed in principle at our last meeting. The resolution is in support of Excellent, Comprehensive Educational Programs for all Students. Last night was the first reading. There were some comments and suggestions that we expand the non-discrimination statement to include sex, sexual orientation and gender expression. We already have a resolved relating to Campus Police and their approach to students and their immigration status. One of the trustees suggested adding a “Whereas” statement for the Mission of the Campus Police. Dr. Maloney is going to be gathering feedback and information and the resolution will be coming back to the Board of Trustees for a second reading in May.

We also had a retirement on our Board Agenda last night. Dr. Jeanie Nishime will be retiring effective August 1st of this year. We will give her a formal farewell at a later meeting. She has been a strong student-centered leader for our campus. Also, a true partner for the Academic Senate. She will be greatly missed!

As a reminder, all the materials for the Board meetings are on the website, including the agenda, and previous minutes. Dr. Maloney also provides a “Cliffs Notes” version of the agenda, because it is quite extensive. There is a lot of information in there, so her summary gives you a useful overview of some of the things the board is discussing.

Our next Senate meeting will be the day before our campus-wide, lockdown/shelter-in-place drill. So I thought this would be a good time to remind you that it is coming up. We are asking for your help in getting the word out to the divisions. Faculty are the lynchpin to make sure it is a successful drill. We help to make it a smooth experience for the campus. There have been a number of improvements since the fall drill. The drill this time will be shortened; last time it took 20 minutes, this time it will only be 10 minutes. The chief wants to minimize the disruption to teaching and student learning. The phones in all the classrooms should be working, they are being tested on a regular basis. The phones have been installed everywhere on campus. They are also in the process of adding speakers to the “blue poles.” Two have been installed, but more are on the way. This month is when the installation of the locks is supposed to begin for classrooms that didn’t have a way to lock from the inside. Thank you to Daniel Berney and Ashley Gallagher for helping to serve on the advisory committee. We heard from students that they appreciate it when the faculty take an active role in the drill so our campus can be better prepared. C. Striepe: There are 2 classrooms in the library that have no phones. KDD: I will follow up with Art and the Chief on that so they know. Thank you for the information.

I would like to share some resources with you so you can be better prepared in your classroom for the drill. You can decide how much or how little you can incorporate into your teaching. A couple of meetings back, I shared some information about Nixle. There was a half sheet of information as well as a video. Last count we had about 4,000 people who had signed up for Nixle. Obviously, we have more than 4,000 bodies on campus, so we need to improve. There are guidelines on the ECC website in the event that we have an active shooter on campus. The video we showed at spring Professional Development Day about a year ago is also a good teaching tool. Any other suggestions or comments on ways to improve campus? M. Fields gave a nod of approval, noting that we are taking useful measures to prepare our campus.

Thank you to Claudia Striepe who will serve at the Spring Plenary for the ASCCC in San Mateo. We will hear more from her when she returns.

b. VP – Compton Education Center – Paul Flor

KDD: It is so nice to have Paul here, there are a lot of things going on at the Compton Campus. P. Flor: I am apologizing for being absent for what appears to be a long time. I know Chris (Halligan) has been filling you in on what has been happening. I am going to give you a brief rundown on what has been happening since Chris’ last report. We have been in consultation at the Center talking about outreaching with our high school feeder schools providing transportation services for students. We are negotiating a new pass with Metro, Metro Transit and Long Beach Transit, so that through some of our programs we can offer some subsidized transportation passes to our students. We have had a lot of interest from Paramount and Lynwood school districts that want to partner with this. We would attract more students that previously would not be coming to our center. This has an enrollment management or outreach component to it. We have been speaking to high school students that come to our campus during the summer. Right now, we are designating some buildings for demolition. We will have a temporary village in a parking lot on campus for the first two weeks of summer. It will reduce the number of parking spaces. We are contemplating using a valet service for the first two weeks of summer. There are other campuses doing this. As far as cost, we are looking into this. I think it would be worth the investment, because it would increase enrollment. We are very close to reaching our enrollment goals. We

are not planning to borrow for this year. We are in stabilization. We also just finished our self-study and our accreditation team visit before spring break. We sent some people, along with Dr. Maloney and Irene Graff, to the ACCJC conference in Irvine. There was a lot of information specifically directed at institutions who are in the process of working towards their self-evaluation report with all the new standards. It was interesting that I perceive a new direction for ACCJC. The interim president, Dr. Richard Winn, was also gracious enough to come to the campus on Friday after the conference and spoke to faculty leaders, students, Dr. Maloney, and administrators. We get a sense from Dr. Winn that the ACCJC is listening to concerns that have been expressed by many constituents, and it appears that they will be more user friendly. Dr. Winn comes from a senior accrediting institution, and he is the interim as of now. There does look to be more optimism state-wide as of right now. The Chancellor was there as well. If you remember Chancellor Greg Harris' position with the ACCJC looked very different; now with Chancellor Oakley, it seems like the commissioners are listening to outside groups. There are 2 workgroups with the commissioners, and they are looking at possibly implementing having more conferences. There is nothing official. We received recommendations from the visitors. It looks like it was good for us. We will wait for June 4th to get the official report. We are keeping our fingers crossed that at commencement, when the Chancellor speaks, maybe he will give us a special announcement.

As far as specific sessions I attended, there was one that I thought was very useful referring to specific standards. One had to do with instruction and the use of faculty evaluations. Many of the participants were raising the question of whether the ACCJC is putting it out there that faculty unions or bargaining units need to be more proactive on the language in our contracts regarding the evaluation process. As they relate to student learning or student success. It wasn't contested, but some people were bringing up good points. There were presentations and discussions on SLOs, and ways to make them more useful in how to assess student learning. What is the value of SLOs and not just to comply. Another presentation of interest was how we can be more prescriptive as a guiding unit. I am going to give KDD these presentations, and she can forward them to you, because they are quite lengthy. C. Halligan: Are the facilitators questioning the value of SLOs? Do they assess student learning or is it a waste of time? P. Flor: There are many camps. Those who are involved in SLOs find it to be useful. Those who are not facilitating, are questioning the real value. They wonder if SLOs measure student learning. C. Halligan: I have heard that we can't relate SLOs to tangible student success. P. Flor: There are trends for assessments. Right now SLO's are the game. Until there is a change, we will have to continue to comply. Their suggestion is that we don't look at SLOs as a compliance process, we need to find instructional value and student service.

c. Chair – Curriculum – Allison Carr

A. Carr was unable to make the meeting today because of a scheduling conflict.

d. VP – Educational Policies –Chris Gold

No report, we haven't had a meeting since our last senate meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 13-14)

KDD: Stacey and the PRIDE design team got a shout-out at the BOT meeting last night. Dr. Maloney was talking about how successful the program was, and how proud she is of what has been happening. S. Allen: We are excited to have a new member of our committee, Carolee. Another reminder, the roundtable follow-up discussion is scheduled for our Informed and Inspired series. The first workshop was a huge success! Dr. Victoria Kwon, from our Student Health Center, spoke on the Autism Spectrum Disorder and gave out some very important information. I encourage you all to come on Thursday. Even if you weren't there for the presentation, you will still learn a lot. Claudia and Briita did a great job to get that organized. I hope that you will all come on Thursday at 1:00 to be Informed and Inspired.

f. VP – Finance – Josh Troesh (pgs. 15-16)

We will have our first reading on Thursday on the Making Decisions document. If you have any thoughts or comments, please email me. If there is anything significant that the senate should discuss, obviously we will have a chance at the next meeting to talk about it before the final reading. KDD noted that the document has already been reviewed by the College Council.

g. VP – Academic Technology – Pete Marcoux (pgs. 20 – 26)

I wasn't here for the last meeting, so I have some catching up to do. I am going to touch on the relevant points. Faculty computers in the classrooms in Art & Behavioral Sciences and Music are going to be replaced this year. They ordered about 200 computers. The Library are getting new computers. We are moving away from Dell; the Library is getting HP computers, they are cheaper and more functional. Scanning in archives is being worked on, it is a huge project. They just completed Human Resources, now they are working on Admissions and Records. We finally got the contract signed for Campus Wi-Fi. They estimate an August 2017 completion date. They will start with the most populated buildings, the newer buildings. If you are in a building that is slated for demolition, you will not be getting Wi-Fi. They will backfill with some of the old routers. The portal will be getting a make-over. Office 365, which is a Windows version of gmail, online, cloud-based programs, we will be moving to that. We will start with the students' emails during the summer. They hope to get it done before the fall semester. Eventually, after the students get it, the staff will be next. That means you will receive Windows Defender which is their security. You will receive one Terabyte of storage. You won't be asked to delete your emails. You will be able to download the latest version of Office on 5 computers. Canvas is working on details for an end-of-April fix. They are having trouble linking rosters with Canvas. Right now they are doing it by hand. Some of our goals: We are working on a master calendar system. We are moving towards a paperless campus. They are working on an electric signature program. We will be on a 6-month cycle for security. If you are having problems accessing sites, let ITS know. This is new to the campus. G Sweeper Google, a few faculty have asked about that; it allows us to use Google for an online learning management system. It can be run side-by-side with Office 365. There was a question about who contact for problems with OU Educate. After some discussion, it was decided to contact Public Relations and Marketing.

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

We are finished collecting data for ILO #3- Community and Personal Development. We still have a student survey with a large amount a data to add to our results. IR will continue working on this over the summer. Hopefully, during fall PD Day, we will have all this data collected, so we can report on it.

Then we will start working on ILO #4 – Information Literacy. We are starting with the planning stages.

SLO Assessment - 435 of 485 = 90% complete! Our goal is 100% completion, this is great progress!

PLO Assessment - 21 of 39 = 54% complete! Our goal is 100%. Many campuses are having trouble with disaggregated data at the course level. It is very time consuming.

Anything missing from fall 2016. It posts about a year after the deadline. If there is something that didn't meet the deadline, it should still be posted ASAP.

Most campuses have disaggregated info. We have done some pilots and we are looking into this and it is a labor-intensive process. We are in compliance, but there is more to come. We are making strides. There is a taskforce right now with Irene and they are looking into other ways to collect and process this data.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Dr. Shankweiler: Is it my turn now? I wanted to report about this data. I think there is a misunderstanding on what this data is supposed to mean. There are efforts underway to find a sustainable way to disaggregate data. There is “softening” all around the requirements for reporting forms, disaggregation, and sub changes. There used to be data on job placement, and we can’t get that. They took out the text boxes. I haven’t had to do a sub change yet. I think in the next year there will be a lot of changes.

Dr. Nishime and I have been busy with hiring committees. That is where she is today. I want to say something about Dr. Nishime’s retirement. I attended the CIO conference, and I learned that it is not common for the VP of Instruction and the VP of Student Services to get along. I didn’t know that. At many schools they are antagonists. Jeanie was so welcoming to me when I came here. That is to the benefit of the whole school, for the two of us to work well together. I certainly hope that is a priority in her replacement.

I was pleased with how enrollment played out this semester. It wasn’t revolutionary. For the past 3 years, enrollment has gone down. This spring it is more, not much, but more. It is stopping the downward trend. We didn’t make our goal, but we beat our winter goal. We wind up ahead because Winter provided so many FTES. We will still be in stabilization. We got positive results from Winter. The students need the gateway courses. We need to offer those in Summer and Winter. We need to increase our 2nd 8 week courses. We can strategize with the Deans on this.

Dr. Jeanie Nishime - VP of Student and Community Advancement

In hiring committees today.

E. UNFINISHED BUSINESS

Officer Elections – Chris Wells

It is my understanding that we only have 1 candidate for each office. We need a motion to vote by acclamation, for those who graciously accepted (or were strong-armed); Chris Wells motioned, S. Di Fiori seconded. KDD: motion carries and passes. The nominees were then unanimously elected. Congratulations to all those who were nominated. These folks work tirelessly, please say thank you to them. It is not easy work. It is a pleasure and honor to work with them. D. Berney: 4 more years for the President’s position! KDD: President-elect, will be chosen in Fall 2017, to begin serving Fall 2018. That person will attend the ASCCC Faculty Leadership Institute in Summer 2018. I will be happy to answer any questions you might have, and show you the lovely suite in the library. It is a great opportunity to make a difference on campus. P. Marcoux: It is a nice first step if you want to get into Management/Administration. C. Wells: When is the leadership institute? KDD: This Summer, and we are sending Rene Galbavy. She has been active on our DEAC efforts. We don’t normally send someone each year, we don’t have the funding. Dr. Shankweiler: I am scrounging for money to pay the costs. KDD: Traditionally, the incoming president goes before they step into the role. Jean has been generous to help with funding for this year.

F. NEW BUSINESS

BP/AP 4230 Grading and Academic Symbols: 1st Reading – Chris Gold (pgs. 19-29)

I will walk you through this first. This is a revised Board Policy from 2009. We took the procedure out of the policy. This has gone through the Ed Policies committee. We had a special meeting where we invited Bill Mulrooney, Quajuana Chapman, Matt Klein, and Counseling. It has been through Deans Council. There are some Title 5 references that have recently been changed. The CCLC templates are not as useful. There was a lot of “procedure” content in the policy. The changes to Title 5 are here. We had a conversation back in the fall about plus/minus grading. The Ed Policies

Committee did not support the idea of including “SP” for Satisfactory Progress. Lars Kjeseth commented that students in noncredit courses may need to show SP, for example, to meet employer requirements. He raised a concern that students in P/NP classes are currently unable to earn an incomplete. C. Gold: I will investigate the possibility of adding “INP” so P/NP students can earn an incomplete. We are supposed to be notifying students, if they have an incomplete, what they need to complete; I don’t think we are doing that. We may be doing it informally as faculty, but it needs to be done by the system. There is a new section, it takes the requirement out of the handbook. We felt it belonged in the procedure. That was taken out of the handbook. Any questions? Page 23, we added report delays, we changed the way information was presented. Look at #1, pass/no pass may be offered....that’s new. It helps our students with transfer. SP, that is the new evaluative symbol. We decided against it. P. Marcoux: There are creative writing classes you can take for a grade or P/NP. I think there is a technical issue (in our computers) why we can’t do an INP. C. Gold: We can only give an I in a class with a grade. With an SP, there is no notation on a transcript. Lars: It may be a non-credit course that you just have to make progress in, you don’t have to pass. C. Gold: Should we go back into consultation for this? There was much discussion on this topic. Chris will bring this back for the next meeting.

Cooperative Work Experience Education Plan: 1st Reading – Jean Shankweiler (pgs. 30-56)

This is students working at a job for pay/no pay and getting credit for it. A lot of departments got rid of those courses. We do still have some on campus; Administrative, Accounting, Marketing, Banking. It is a Title 5 requirement that we do provide services and supervision. The plan has to be board approved and signed off by AS and the college president. I asked Dr. Rapp to work on this, since almost all the classes are in her division. We have all this, we just don’t have a plan in the Chancellors Office. One change that may be coming is apprenticeships, we don’t have any right now, so we may have to revise this. Please take a look at this, it is long, but it is mainly formatting. P. Marcoux: What are we doing with this? Are we endorsing it? Dr. Shankweiler: It has to be board approved, so I thought it needed to come through senate. Right now there are 4 Business 95 classes, so this program is modest in size. J. Troesh: A lot of this has to do with Internships. Dr. S: This is a course, not a component. When I was the dean of Natural Sciences, in the Horticulture Division, we had students work at the South Bay Botanical Gardens. There was an agreement with a faculty member here, and whoever was supervising them at the job. They got credit for that work. C. Gold: Do they complete any academic work? Dr. Shankweiler: That is decided between the two parts of the agreement. C. Gold: This is different than an internship. KDD: We will have a look and this will come back next week.

G. INFORMATION ITEMS –DISCUSSION

Multiple Measures Assessment Project – Lars Kjeseth

KDD introduced Lars Kjeseth (aka “The Grand Poo-Bah of SLO’s”, according to Pete Marcoux). L. Kjeseth: I decided to bring the old “Zen Circle” back. There was so much tension around when Jenny and I started SLOs that we needed it to calm people down. Many of you may not be directly involved with Multiple Measures Assessment & Placement. There is tension in this area as well. We are all here for the same reason. We need to remember we are all here to help our students succeed. We need an introduction on assessment and placement. Assessment can be this process where a counselor gathers information from a student. It can be formal measures like a placement test or high school GPA. It can be work experience. There is informal information gathered; why are they coming here? There information gathering is the assessment. Then there is placement, the student working with the counselor making the decision about where they are going to start....English, Math or ESL. For decades, the Ed Code and Title 5 regulations have required us to use multiple measure to “place students” in Math and English. I think ESL came about a bit later. You can look these references up, they have been in place for a long time. The state is realizing now that there are very low completion rates. One of the culprits is the placement process. Many schools have not been using Multiple Measures to place students. We have been placing students exclusively from a standardized test. Research has shown that placing students into developmental Math or English has a profound negative effect on many people’s ability to reach

completion. It is so bad, state-wide, that roughly 30% of the students who come to a campus, want to become a student, take the placement exams, and never take a course in that sequence. They disappear or they never get started. The majority of our students, about ¾, place in developmental Math and English classes. 50-60% of the equity gaps in completions occur during assessment. The state wants to do something about this. The facts are that we can't opt out of it. We need to use it in a consistent way. We have a lot of say how we design that locally. We need to validate this locally. Is it working for our students? So there are a few stipulations: 1: If we choose to use a standardized test, it will have to be CCC Assess which is currently under development. 2: At a minimum we have to use more than 1 measurement. High school GPA can only count as one measurement. There are two conflicting visions are how placement should work. One says we should put greater weight on the placement test. It is not unreasonable, because placement tests are a good snapshot of where a student is. It seems more fair than looking at a bunch of high schools records that vary so much. The other side says placement tests are tightly connected with our curriculum. The best predictor is performance in a previous class. Which of these 2 divisions does the research support? Placement test is a poor predictor of actual course outcomes. There is an equity issue there. Why focus on high school data or GPA? It is better than our test. NO single measure by itself does a very good job. Right now at ECC, we have had good discussions about what the issues are. Math did a small pilot in the fall that we used and put two measures together. It was a very small sample size. Too small for us to make a decision on. We have a target grant of reaching 500 students. I think we are on target for reaching that. Are there any big questions? C. Wells: Are we at the same point that other schools are? L. Kjeseth: We are not an early adopter. We are not the furthest behind, either. One of the myths is, if they get a "C" in a transfer class, their chances of actually transferring go down because it is a lower grade. It seems to be not something we need to be terribly concerned about. We have to come up with a Multiple Measure for everyone. Robin Dreizler said there used to be a chart in the Placement Center that showed, "If you have this score on SAT, or this score on ACT".....that was abandoned years ago. KDD: Multiple only means 2? Lars: yes, in Math we have 3 that work together. The research in English says that GPA trumps everything. J. Troesh: Are we looking at pairs or different documentation? L Kjeseth: This allows for self-reporting. Research says that students tend to underreport themselves. P. Marcoux: This is important for anyone who teaches a class that has a prerequisite. KDD: How to we continue this conversation? It would be useful to have follow-up sessions or workshops so the conversation can continue and we can get the word out more broadly. L. Kjeseth: I will send you an email because we need to make some decisions. KDD: Thank you to Lars.

California Guided Pathways Project – Jean Shankweiler

We will continue this at the next meeting.

H. FUTURE AGENDA ITEMS

Ed Policies: BP 4115/AP 4222 Remedial Coursework, AP 5500 Student Code of Conduct
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
Strong Workforce Program
Program Viability Task Force: Horticulture
Distance Ed Advisory Committee (DEAC) Updates
PRIDE: El Camino College's Leadership Academy

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:05 pm. P. Marcoux motioned, C. Gold seconded.
TG/ECC Spring 2017