Academic Senate of El Camino College 2018-19

November 6, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday November 6, 2018 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Amber Gillis**	Curriculum Chair	**Janet Young**
VP Educational Policies	**Darcie McClelland**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS) [R]	18/19
Karl Striepe (BSS)	18/19

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski[R]	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	18/19
Philip Lau*[R]	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills [R]	18/19

Counseling

Seranda Bray	20/21
Anna Brochet*[R]	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe*[R]	18/19

Fine Arts

Ali Ahmadpour	18/19
D. Crossman/Joseph Evans	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells*[R]	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*[R]	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	20/21
Russell Serr	20/21

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao[R]	18/19

Industry & Technology

Charlene Brewer-Smith[R]	18/19
Ross Durand*	18/19
Dylan Meek[R]	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman*[R]	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori*[R]	18/19
Darcie McClelland	19/20
Troy Moore	18/19
Shanna Potter	19/20
Anne Valle	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Cesar Jimenez

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.
*Denotes longest-serving division senator (i.e., the "senior senator"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2018: September 4 & 18, October 2 & 16, November 6 & 20, December 4 & 11 (tentative).
SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & V. Rapp. 9/27 in MBA 110. 10/25 & 11/29 in Stadium Room. Time: 12:30-2.
Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. Fall meetings: 9/10, 10/8, 11/19, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1-2, DE 166.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1st & 3rd Wed, 2-3 DE 166.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2018-2019 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**
   Measures:
   1. Provide leadership for the college on issues related to Senate purview;
   2. Arrange faculty representation on local and statewide senates and on campus committees;
   3. Provide faculty leadership for the effective utilization of academic technology at the college;
   4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
   5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
   6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
   7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. **Strengthen faculty involvement in the activities of the Academic Senate**
   Measures:
   1. Arrange a Senate orientation at the start of the academic year;
   2. Provide regular, ongoing communication with all faculty;
   3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
   4. Continue initiatives to recognize faculty who achieve tenure.

C. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**
   Measures:
   1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
   2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
   3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ John Baranski
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☐ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
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Library Learning Resources
☒ Analu Josephides
☐ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Le Gui
☐ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☒ Darcie Descalzo
☒ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☒ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☒ Wiley Wilson

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Institutional Research
☒ Carolyn Pineda

Dean's Reps/Guests/Other Officers:
☒ Walter Cox
☒ Joshua Rosales
☐

Excused: A. Gillis, J. Mills, Y. Kawasaki, A. Mavromati, C. Schult-Roman

ACADEMIC SENATE MINUTES
October 16, 2018

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER
Senate President Kristie Daniel-DiGregorio called the fourth Academic Senate meeting of the fall 2018 semester to order on October 16, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES
See pgs. 6-15 of the packet for minutes from the October 2nd meeting. We do have a correction on page 9. There was unanimous approval of minutes.

That brings us to the portion of our program where we welcome our division personnel. Welcome to Walter Cox, our Associate Dean for Fine Arts. Walter Cox: My name is Walter Cox, I am the Associate Dean of Fine Arts and I have been for about 3 years now. I have been around El Camino College on and off, since about 1986. I love working here I love the college. (Walter got a shout out from our Curriculum Chair, Janet Young!)

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just a few things, quickly from me. You have seen the emails this week, we are doing a lot to support our undocumented students. Please do push that information out to your students and consider attending some of these great events that our Dreamers Task Force is offering.

Thanks to our senate reporters. We have one reporter for each division (J. Casper, J. Baranski, P. Lau, A. Brochet, C. Striepe, C. Wells, A. Alvillar, P. Marcoux, D. Meeks, C. Schult-Roman, S. Di Fiori), so we appreciate you sharing what you are hearing at the meetings with your colleagues so we can make sure they are well informed.

The senate evaluation is going to be coming out soon. Watch your emails, senators. You will received an email with a link. We are going to be focusing on the functioning of our senate, our purpose, and the achievement of our goals. We will have a raffle this time to increase that response rate from what we had last year. We've spared no expense, so watch your email!

Our College Council minutes are available online. Speaking on online, thanks so much to Ann O'Brien and our Marketing & Communications Team. They have made it so much easier for faculty and students to find Canvas. Please share this with your students. When I talked to my students about this, they actually cheered because they were so happy to have an easy link to Canvas. It is on the home page at the very top. P. Marcoux: It was surprising how few colleges do; I found 1 in 6 or 7 that do. KDD: Thanks to Pete for sending this example from Antelope Valley. Pete sent us a model and Ann replicated it for us.

b. VP Compton College – Amber Gillis

Unable to be here today.

c. Chair, Curriculum – Janet Young

We conducted the annual curriculum training over two days, because, as Lars has said, it is too boring to do all at once. We submitted our certification form to the Chancellors Office. Yeah, that is HUGE. The reason that it is a big deal is they need this form. When they get it, it demonstrates to them that we warrant the expanded authority that the Chancellor's Office is giving us in relation to the curriculum approval process. Last year they gave us more authority, and now this year we have even more. We had to go over these topics in our training. The expanded authority allows us to locally approve: all credit courses, cooperative work experience, modifications to all existing credit programs except for ADT's, new local degrees and certificates, but not ADT's or CTE's. We still have to send non-credit courses, non-credit

degrees and non-credit certificates to the Chancellors Office for approval, but they are working on that. They want to give us that approval too with the caveat that, if we refuse to follow the requirements, or if it's found out that we aren't complying with them, then we won't be able to approve anything locally anymore. All our curriculum would have to be approved by the Chancellor's Office. That is never going to happen to us, we will do our very best to remain in compliance. That is why the Curriculum Committee works so hard, we dot our I's and cross our T's. KDD: How much time would that add to the process if everything had to go to the Chancellor's Office? J. Young: 4-6 months; it could throw you off for a whole year if the timing isn't right.

Certificate changes; this was effective in July 2018. If a certificate comes in and it's a credit certificate, 3-7 units is a Certificate of Accomplishment. If it is 8 - 15.5 units, then it can be a Certificate of Accomplishment or a Certificate of Achievement (it used to be 12 units). 16 + units is a Certificate of Achievement (used to be 18). We are focusing on what it is now. What we are looking at as a committee though, is recommending that as many certificates as possible come in as Certificates of Achievement, because Certificates of Accomplishment do not appear on the students' transcripts. Sometimes they are appropriate, because they are called stackables, or it might be something that they can get and they can take it to an auto body shop or elsewhere and get a job. Stackable meaning that it could lead to a Certificate of Achievement or degree. There are cases and ways a Certificate of Accomplishment is appropriate but mostly we want to see Certificates of Achievement. It's not all about the money, we know that. But we get more points in the new funding formula for Certificates of Achievement. The main thing is that it is on the students transcripts and that is important.

We have completed the transition of our current PDF catalog to the Acalog system. It has been reviewed from various departments. DigArc, I found out today, has made most of our changes. They have a couple of questions for us. Then they will conduct training. Then we can customize the catalog. As soon as we get it stabilized, we can do a sneak preview. The next phase will be our Curriculog component, uploading forms and setting up the Google process for that. During this transition, we have moved to a paper process. Proposals and forms are emailed to the division, faculty make the changes on the form, and send them back. Things are moving smoothly thanks to the divisions. I have been joking around that we are not using Curricunet anymore, we are using "CurricuJanet". (There were a lot of laughs with that comment) We have reviewed articulation for the high schools for 19 courses. We have 35 more courses slotted for the October 19th. We are a mean curriculum machine!

J. Troesh: With the Certificate of Accomplishment, we have some forms that say the certificate of accomplishment is 12 units, some say 18. The Chancellors Office has 9 units? J. Young: Now you can get 8. This is the new rule, as of July 24th. J. Troesh: We need to make sure this is broadly distributed because I know that everyone in the department needs to sign off on this. There are people who will probably argue that it has to be 18 units. J. Young: All the CCC members have been trained on this. J. Young: But I do think it is a good idea to get this information to the DCC's. This will be in our minutes and notes, too? KDD: Yes. C. Wells: I know we have some Certificates of Achievement that are 30 units. Is there any discussion as ways to lower those units to make them achievable? J. Young: The CCC has never prescribed that, but there are some 20-30 unit certificates. C. Wells: My questions is, where does this discussion take place? J. Young: In the departments originally. Then it can be brought to the CCC. Some of these were brought years ago. I know we reduced the ADTs' units for degrees down to 18 because we had to. Do you have some that you are concerned about? C. Wells: Music; they are happy with them. My concern is that they have generated two certificates. J. Young: Well that is something to think about and discuss at division meetings. We'll be doing program review. J. Troesh: Can we as a Senate say this is what we think an ideal, model or recommended… I don't know what word to use so it's not prescriptive. But it's like we would like to see more of these things? J. Young: Do you mean not 28-30 units? It is really up to the department. P. Marcoux: Can we create a document that shows if you have a 30 unit certificate, you will only have two people. If you have a 15-unit certificate, you will have this many people that obtain certificates? J. Young: I can't imagine going from the top down and prescribing it. I think if we said that you might take a look and think about it, that would be our first step. C. Wells: Can we generate the data? J. Young: It should be in your Program Review, it should have all your certificates. KDD: We must publish somewhere our certificates, and degrees. C. Wells: It is on the Institutional Research page. P. Marcoux: We have a column with how many units for each one. C. Wells: I would like to see how many students are in their major and how many degrees or certificates they get. KDD: How many people complete? C. Wells: Some departments are really large and have a lot of majors and they generate a lot of certificates. Others are relatively small and should generate proportionately less certificates. J. Young: Our first step is to let the departments decide that. C. Wells: I am looking at it from the Guided Pathways point of view. C. Brewer-Smith: I am trying to understand. The certificate coming from your department, they have to wait until they complete the 30 units before they get that certificate of achievement? C. Wells: That is my understanding. C. Brewer-Smith: So they should be

moving up on their pathway. So that would motivate them to keep going to get that last piece of paper. They should want all three of their papers.

d. VP Educational Policies –Darcie McClelland (pg. 17)

KDD: Darcie is going to be our delegate to Statewide Senate Plenary. Thank you so much for agreeing to serve and represent. Part of what you do at Plenary is you consider resolutions that are coming through the area meetings. We had our Area meeting on Saturday and I think Chris was there and Darcie was there. It was held at Compton, there may have been more from El Camino. There may be coming to the statewide senate a resolution of no confidence in the Chancellor of the California Community Colleges. We wanted to give you a bit of an update on what is and isn't happening with this and some of the different perspectives. We talked about some of these things back in the spring and again this fall. Approximately 6 of the 114 Community Colleges have passed some form of a resolution that relates to lack of consultation on some key initiatives in the state: the fully on-line college, AB 705, and performance based funding. We have talked about different perspectives on this, for example, do we have enough information to make a determination about whether to vote and how to vote? Is this an effective way to respond to concerns? Darcie, I am turning it over to you. D. McClelland: A resolution for a vote of no confidence came from the Area D meeting. C. Wells: Is that San Diego? D. McClelland: Yes, San Diego. Area D voted to not bring the resolution to Plenary. They actually voted it down at their area meeting. That being said, the folks could still bring the resolution to Plenary if they wanted to. They just have to get four delegates to support them and then they themselves can put the resolution on the ballot at Plenary even though it didn't go through the area meeting. KDD: What does it mean if it doesn't come through Area D? D. McClelland: It is telling us it doesn't have majority support from their area to be able to make it onto the ballot. So within Area D, the majority of the representatives voted not to send this to Plenary. It wasn't explained what their reasoning was behind this. They chose not to support it. KDD: It sounds like this is a bit of a longshot that this will come to Plenary. However, because there is a possibility, we wanted to talk about it. D. McClelland: Because there is a possibility, this is potentially controversial enough that I wanted to get a feel for where you all stand. If this is something that I need to vote on at Plenary, then I want to make sure I'm not voting as me, Darcie. I want to be a representative of the faculty at El Camino. I wanted to get an idea of what people are thinking. C. Wells: I want to make sure we know that our executive board of our Union did a vote of no confidence. I don't think that was the appropriate place to take a stand. But I think it is important to realize that we have been represented as supporting it by our Union.   P. Marcoux: I am on a listserv of senate presidents throughout the state. I have been kind of following it and I don't know enough information to vote either way. I recommend if you have to vote, we abstain. I don't think we have talked about it enough in here and I can't speak for any of you, whether you know what is going on. C. Wells: If they bring this up, I would want to break it out by issue. I don't think an overall vote of no confidence on the Chancellor is appropriate. There may be some issues where there wasn't enough collegial consultation, and I think we need to be very specific. R. Diaz: FACCC's stance has also been to oppose the funding formula as well as the on-line college. They have encouraged individual Academic Senates to abstain from that. J. Troesh: One of the things to think about with voting is, whether it passes or not is often times not as important as the numbers that end up being there. Personally, I think abstaining makes a lot of sense. It leaves an opening if a lot of people abstain, they can bring it back with another vote. There might also be an advantage for a devil's advocate type of thing of voting no, even knowing it doesn't pass. If a significant portion do vote no it might send a message to the Chancellor that some things need to be corrected. C. Wells: Historically, the discussion at Plenary is very informational. They take turns going back and forth with pro/con. The people that get up and make arguments generally are good with providing evidence. My feeling is that we aren't informed enough at this point. I trust you [Darcie] to make the right choice. KDD: That sounds like a pretty good consensus. Thank you everyone for your feedback.

e. VP Faculty Development – Stacey Allen (pgs. 18-19)

S. Allen: Our minutes are on pages 18 & 19 of the packet. The bulk of our meeting actually was devoted to discussing the climate survey. Gina Park and Linda Clowers came to share some of the same data that was presented here at the senate. We didn't have a lot of time to discuss some of the other items on our agenda. We will pick up where we left off next week. One announcement about Informed and Inspired is next Thursday. We invite you to attend, our own Anna Brochet will be one of our presenters along with Lori Suekawa and Monica Lanier. The title of their presentation is *Preparing for Generation Z: Teaching and Engaging a New Generation of College Students.* If you missed their PD Day presentation I really encourage you to come. I did see it on that day and we had standing room only. It was really engaging and enlightening and you will feel old. I am warning you, you may feel your age. But it was very inspiring, so we hope that you attend that.

f. VP Finance – Josh Troesh
I will yield my time.

g. VP Academic Technology – Pete Marcoux
I'll do the same.

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

Boy, we have a lot going on. The ALC is very busy and we are working on finishing the last ILO Assessment. Josh is helping me with information literacy.   We are planning for the Communication ILO next semester. Some faculty will remember they used the rubric to grade an assignment, that was part of our ILO Assessment. That will be one of the problems again. It will be early in the semester, so you can plan for it. We are also going to try to put together an assessment on the SLO & PLO Assessments that align with the ILO.   We will sort of have a double way to assess that ILO next time. That is kind of the way the whole process was designed but we haven't done it that way. We are also working on some different forms for changing SLO's, having multi-section assessments. We are working on faculty surveys to assess our assessment process. Linda Clowers and I are going to have a faculty survey for people who have worked on program reviews. Lots happening there. Our status reports are the best they have ever been, I don't have the exact numbers.   We are over 90% for our assessments, that is great. Some of the quality of the actions have led to some really good justifications for things that are coming out in Program Review.

Speaking about Program Review, our Program Review planning training session, we have one planned for people that have done program review in 2018. They can bring it to this workshop, we'll help you put into Nuventive, then IR will have a presentation on how to use Nuventive for Program Planning.

This semester we are still missing 5 program reviews. The drafts were due in September. So that is really not a good thing. We are having an orientation this semester for next year, just as we did last year. We tried to give people a 10-month heads up. I wrote our program review this semester as well, so I understand how lengthy and time consuming it is. It does take a lot of time to do program review, so you need to start on it right away. Sometimes the hardest part is getting feedback from your faculty. The lead faculty member has to rely on other people in your department. Starting early is the most efficient way to complete your program review. CTE programs too, the 2-year/3-year program reviews, we have 10 this semester and we have only received 4. As you go back to your department meetings, if there is anything you can do to shake up your department a little bit to help, please do it. This orientation, we'll be there to explain the new survey platform that the campus has. Also we will explain how you can use IR to get different types of data for your program review.

Close to the end of the semester, we are having an entry report workshop. So if you bring your SLO or PLO data to the workshop, we will help you put it into the computer. We need to stay on top of these and continue to complete our assessments and program reviews in a timely manner.   It is important for justification for resources, accreditation, and they are very meaningful documents. We need to improve a little bit on our efficiency rates. KDD: If we want this to be a faculty-driven process, then we need to be driving this process and that includes making and meeting deadlines. The alternative is for us to be reviewed by external bodies and groups. If we had a dollar for every time we've heard Russell say in this room and in other venues, "Look, if you need help let me know, I'm here and we'll help get you to the finish line," we would all be rich! So it's not from a lack of trying or effort or support certainly from your end, Russell. I am really concerned about this. Five program reviews that still haven't been submitted, that is a really big red flag. Senators, if you can help us get the word out, please take back the message just how important this is. Our departments need to work together. For accreditation we need to have sustainable, continuous, quality improvement. And to show that our program review processes are ongoing and systematic. Right now, if we have people not meeting deadlines, then we don't have a systematic process that is working for us. Thank you and Linda Clowers for all your leadership and your hard work, but you can't do it for us.

R. Serr: I do have to say this. The people on the program review committee take a lot of time to review program reviews every single week and they bring some fantastic recommendations to the meeting. So I want to thank everyone who serves on that committee. C. Wells: I know some people have the misconception that the program reviews aren't read. I want to assure you that when I look at the profiles of the people asking for faculty positions, I read their program review. So some of the things that we are seeing in their program review might actually influence that process. So I think you

want to be aware of that. KDD: Thank you Chris, important point. This is not a fruitless exercise and this is not just to keep our accreditation. This is a meaningful and important part of our decision-making process on campus. In terms of which programs get funded and which ones go forward. Thank you and if you could help us with this messaging, we would appreciate it. We want to be sure to support our faculty leaders.

We need to change our order of business so we can hear from Wiley Wilson. S. Bray motioned, S. Donnell seconded. All were in favor.

G. INFORMATION ITEMS –DISCUSSION

ASO Update – Wiley Wilson

W. Wilson: Good afternoon everyone. We are holding the ASO Special Elections, please encourage your students to go out and vote. The booths will be available today and tomorrow from 10 am – 2:00 pm, and 4:00 - 6:00 pm. We are also having a blood drive today and tomorrow from 10 am – 2 pm. The good news is as of last Friday, most of the senator positions had been filled for every division. Fine Arts, Business and Natural Sciences divisions as of this week will be deemed active. They will most likely be the only active ones until spring. Unfortunately, we will not be holding Movie Night this semester. We couldn't get the paperwork done in time. Spring semester we will be holding 2 movie nights. We are making plans to hold a Family Thanksgiving Dinner, where we will be giving out gift cards for turkeys from Ralphs. I will give you more information on that soon. The most important thing, more Metro U Passes will be released for spring. I will give you a heads up on how it works. Tier 1 will be 100% subsidy only for homeless students. Tier 2 is 50% subsidy only for students in programs (5 specifically). Tier 3 is 25% subsidy and for all other students. Please let your students know these will most likely be released the 2nd or 3rd week of spring semester. If you have any questions for ASO, I will be happy to help you.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I promised Kristie I would be fast. I have a little nagging to do. Your deans should have sent you the accommodations training from Keenan. That training is on how the law works for AB 504. How faculty members can be affected and what we are required to do by law. We will follow that up on Professional Development Day, when a lawyer is coming to present. The training is about 40 minutes long and you get an hour of flex credit. You do have to go into flex reporter and sign up for a conference. Next semester it will be classified employees and managers that will take it.

Last week HR sent out a survey. We are getting rid of the Applause cards, most didn't use them. Occasionally, when I was dean and someone was in trouble, I would get 8 Applause cards. I wonder how that happened. So they are trying to find out what employee recognition might be the most valued by our employees. Please take that survey and ask others in your department to take it.

The portal team sites are going away the end of winter. We want people to use Canvas as their team site. ITS is super busy already, and there is no point for them to maintain both of those sites. Please let others in your division know that.

I wanted to give a shout out to Janet Young. It doesn't affect faculty so much. I don't know if anyone ever read the Board Agenda, we used to write out all the changes to curriculum with strike outs and underlines. Then we would repeat it, clean, maybe 26 pages long. Now it is ONE page. There is a table now with the changes. For example, "We updated the textbook." One page and no BOT member noticed. (Laughter) It was wonderful for my office.

J. Casper: I have a question, for the training, how do we adjuncts take the training? J. Shankweiler: There is no place in flex reporter for you to register so keep your certificate. Keenan keeps a list of those that take the training.

Ross Miyashiro – VP of Student Services
Will give his report later.

E. UNFINISHED BUSINESS

AP 4055 Academic Accommodations for Students with a Disability: 2nd Reading – D. McClelland (pgs. 20-29)

KDD: We are going to vote on 4055, so I need a motion to approve. P. Marcoux motioned, R. Diaz seconded. I am turning this over to Darcie. D. McClelland: We went over this last time. We put in timelines if students are having issues with their accommodations. We put in timeline for how those will be handled. There are a couple of minor changes since we last went over this. On page 23 of your packet, the Council of Deans made a change. The last sentence under #3 says, "at this point the SRC will attempt to resolve the conflict." It used to say within 10 business days, the Council of Deans changed it to five. They felt we needed to get these things done in a more timely manner. It does impact our students' education. That just moves up the timeline there.   Another small change on page 28, which is another timeline change. Under the paragraph that says appeals. The Council of Deans has changed that from calendar days to business days. J. Shankweiler: It is the same number of days. D. McClelland: Yes, calendar days to business days for consistency. Those were the only small changes. There were questions that were brought up last time about service animals. I did check into that, and that is a separate BP/AP that is being developed that will be BP/AP 3440. HR is currently working on that. That will be an entirely separate policy. Any questions? KDD: Typically with board policies and administrative procedures, we look at them sequentially. We look at them and then we send them onto the Council of Deans. Sometimes we do it in tandem just to keep things moving. We don't want to confuse you with things coming back from another body. We have a lot to get thorough and we are trying to be as efficient as possible. Questions? P. Marcoux: On page 22, under reasonable accommodations. I had an interesting conversation with a student last week. She was under the assumption that she could turn in things late. She told me she had accommodations. So she thought because we worked on an essay for 4 weeks, that she would get 8 weeks. So should we say for "Test accommodations in class?" J. Shankweiler: But this is general accommodations. Accommodations cover a whole myriad of things. P. Marcoux: But it is only in class. I took the Keenan thing, and they didn't really specify the "in class" accommodations. KDD: Which section are you referring to? P. Marcoux: Reasonable accommodations gives a list. If people give a take-home test, should it specify and should they get extra time? KDD: The paperwork should specify. The only way you are going to give someone an accommodation is if you get the paperwork from the SRC and it says double the time on the quiz. P. Marcoux: On a take home quiz or in class quiz? J. Shankweiler: I think that is a misunderstanding the student has. We need to clarify that with a disability specialist. P. Marcoux: Maybe they need to make that clear on the form.   KDD: Maybe there are circumstances where on a take home test they do get more time. I don't know. Good question. C. Brewer-Smith: I was under the understanding that when we sent the test to the SRC, they doubled the time over there.   P. Marcoux: That is our assumption that it is an in-class test. Is that a good assumption to have? C. McFaul: Especially since we have more distance education. If you give a test for 2 hours, do you give someone who needs accommodations 4 hours? Do you allow them more time?   P. Marcoux: In Canvas it is pretty easy to do that. J. Troesh: I disagree with the easy. I have to do it manually for each student for each test. C. Brewer-Smith: Doesn't the SRC give the student the help they need whatever it is? Reading, longer time, taking it in the SRC? Is that reasonable? J. Shankweiler: That is the catch there, reasonable. S. Donnell: I think everyone has always interpreted that as tests in class.   KDD: We can follow this up with Gray. Ready to call for the question? Lars called. KDD: Motion carries, thank you everybody.

AP 5500 Standards of Student Conduct: 2nd Reading – D. McClelland (pgs. 30-36)

KDD: I know that we looked at this at the last meeting, but we also need to look at BP 5500. We think it would make more sense to wait until BP 5500 has made it through Ed Policies. Then we can bring both of them together. I would like to request a motion to table this until we get to BP 5500.   S. Donnell motioned, C. Wells seconded. All were in favor until we are discussing BP 5500. Stay tuned.

F. NEW BUSINESS

AP 4022 Course Approval: 1st Reading – D. McClelland (pgs. 37-39)

D. McClelland: On 37-39 of your packet, is AP 4022, course approval. Specifically, we looked at procedures for approval of non-degree applicable credit courses as well as degree applicable credit courses and the procedures they must follow. It came from Curriculum and has been reviewed by Ed Policies. Everything is spelled out on page 37. On page 39, is the associated CCLC Template. Are there any questions? S. Donnell: The addition of the template?   D. McClelland: That was actually the only modification that Ed Policy made. KDD: Does that answer your question Sean? S. Donnell: Yes. So this is brand new. D. McClelland: Yes. A. Josephides: In the first paragraph is says that all new courses shall be approved by the El Camino College, etc. In the last line it says that all new courses shall be approved by……is that redundant? Is that a line that wasn't edited? If we are going with one or the other, which one are we

deleting? D. McClelland: We will change shall to must in the first sentence. And delete the last line. KDD: There are two shalls, do they become musts? J. Young: Yes. KDD: Thank you Analu. C. Brewer-Smith: Do we need wiggle room? J. Young: There is no wiggle room. A. Josephides: This is very consistent with the musts throughout the document. KDD: Yes, it is. R. Diaz: For number 4, is it for certificates? L. Kjeseth: Correct me if I am wrong. All those are about standalone courses, things that are non-degree applicable would be applicable but not part of an approved program. So number 4 is not about certificates, it is saying in course work for an associate's degree you can't have more than 18 semester units of courses that aren't part of a program. J. Young: Thank you, Lars. When we were presenting this to the CCC, I had to keep calling this stand alone. C. Wells: On page 39, do we need to specify what that limit is? KDD: Yes, 18. D. McClelland: That is the template you're looking at. Our policy is on page 37. I just included the CCLC Template for your reference. We have specified that in our policy. KDD: We will see this again at the next meeting. Are there any other comments?

G. INFORMATION ITEMS –DISCUSSION

Institutional Research: Measuring College outcomes, Past & Present – Carolyn Pineda

KDD: Thank you for your patience, Carolyn. She was actually on the agenda two or three meetings ago. She has been hanging in there. Thanks Carolyn. C. Pineda: I am going to give you a brief update on what as an institution we have to do with our IE – Institutional Effectiveness Outcomes. Basically, after the Chancellor released his Vision for Success, all colleges are being required to align their outcomes and goals to the Chancellor's vision. I am going to give you an overview of the work that started with the Strategic Planning Committee that met at the end of September. There are a lot of changes that are happening in the state that are affecting how we have to set our institutional goals. The student success scorecard which is something that the Chancellor's office has always had available and is something that is presented to the board annually, will be discontinued I think starting this year. Also to be discontinued is the IEPI – Institutional Effectiveness Performance Indicators. Annually, we would need to submit performance indicators to the Chancellors office; that is also being discontinued. As you all know, we have the new Chancellor's office Vision for Success metrics, the new funding formula metrics, and Guided Pathways. What the Chancellor's office is doing in place of the student success scorecard, they are going to create something called simplified metrics. They are going to have metrics available for all colleges based on what will help provide for Guided Pathways and providing funding for that type of thing. The scorecard is irrelevant for what we are doing now. These were the Institutional Outcomes that we are going to discontinue. They were from the old scorecard, and they aren't what is happening in the state. Now the mandated goals that the Chancellor's office wants us to look at are degrees and certificates, transfers, the CSU and UC transfers. We will set goals for that. We will always track our transfers overall. We are focusing on CSU and UC transfers, time to completion, completing degree/certificate/transfer, job placement in the field. This takes into consideration the achievement gap and narrowing that and aligning our goals with the system-wide goals. R. Newell: We have been waiting like two years to change our codes to track our students' job placement. We have a code that is not relevant to our industry and it seems like they are constantly waiting for somebody to do that instead of somebody just putting in numbers. C. Pineda: I will look into that, especially now that it will be connected. I'm not sure what the process is to change that. J. Shankweiler: We have a consultant right now that's looking at all CTE programs and he's going to give us a report and then we can change those. They recommend what the changes should be. Is welding one? Cosmetology? The consultant is working on that right now. C. Pineda: In addition to the mandated goals, there are recommended goals that we are going to include. Looking at our students enrolled in Fall that continue to the Spring, it is still 30 units but in the first year. It kind of aligns with Guided Pathways. Progression towards transfer-level coursework in the first or second year. Full-time enrollment (15 units per semester). And also Employment and earnings is one of the recommended goals. Again, this all ties into funding formula. I'm sure you've seen this before, the 3 factors are: Access (FTES), Equity (serving low-income students), and Success Factors (completion, transfer, wage earning). This slide shows details of what the success metrics are. The success metrics are: Associate degrees, awarding ADT's, certificates, CTE unit completions, Transfer, Transfer-level completion of Math and English within 1 year, Regional living wage attainment. All these are being considered now as we are updating our IE outcomes. KDD: The premium is for Associate degrees for transfer? ADT's? C. Pineda: I believe so. J. Shankweiler: They are 3 points, everything else is 1. C. Pineda: Next up in our internal process in our Outcomes. November 2nd is the next strategic planning committee meeting. They will finalize the revised goals. The consultation process will be doing the rounds again once they finalize everything and have the handouts ready. We may come back just for an information item. Part of the legislation is that the colleges must set goals that align with the vision by January 1st, 2019. I think they are going to work very hard to ensure that we meet that deadline. Any questions? KDD: How is the first day without Irene? Are you guys OK over

there? C. Pineda: We feel like she is on an extended vacation. We keep saying that she is coming back. KDD: Thank you Carolyn.

Institutional Research: Strategic Planning – Ross Miyashiro

R. Miyashiro: I am here because Irene's not here. KDD: Do you feel the pain? R. Miyashiro: Yes, we all feel it. We are handing out a marked up version of Board Policy 1200. I am going through a short presentation about our strategic planning. I would like to get everyone's input. What is the relationship between the strategic plan and the educational master plan? Which has the overall ECC direction and goals? KDD: Both? Ross: They are not duplicates. Second, which is highest in hierarchy for planning? [Mumbling among the senators at this point.] And finally, which do we write our program reviews to? What I have got from each group, is that no one is sure. We all take a stab at it, we all want to say with confidence that we know, because we are writing all this planning. But we aren't 100% sure.

We wanted to bring clarity in the vision, mission and values of planning and budget. This proposed change to the Board Policy 1200 will clarify and provide a clear roadmap for everyone at El Camino College. When we write our planning documents for Program Review, this proposed change will add flexibility because right before me you saw all the metrics of the state are changing. The way we have it now, for us to change with it, we would have to go through a whole consultation process and go to the board, and maybe four months down the road do the exact same thing in our present form. This proposed change will add flexibility in making the strategic plan, vision, and values more dynamic and less static. Because we don't know where the state is going all the time. But we know as a college, that we need to respond. This will allow the educational master plan to serve as a guiding document towards planning and review. This proposed change will provide ECC people with a singular mission, vision, and set of values to create programming in all areas of the college. So we wanted a guiding light far, far ahead for our values, which articulated very well in PRIDE. Our mission. Does everyone know the first line of our mission? KDD: El Camino College makes a positive difference in people's lives. R. Miyashiro: Thanks right, everyone knows the first sentence. And then our vision far ahead. And then the Education Master Plan will help us with our day-to-day planning and Program Reviews.

This new board policy will act as a high level document. Board policies should be broad and over-arching. As you know board policies aren't specific but more of the whole umbrella. The proposed document covers El Camino College's values, vision, and mission. It does not get into the weeds of things, but creates a guiding light to lead the college. The weeds are the program review, which you tell the college where you are, what has worked, what hasn't worked, what needs course correction and what resources you need to make it a successful program. That's not what a board policy should do. But it should give you that over-arching philosophy of where we are heading as an institution. Do you have any comments, concerns or questions? I am open.

S. Donnell: Here is the big oxford comma question. To use it or not use it? You are using it both ways here. R. Miyashiro: I wanted to be diverse here. (Laughter) The comma before and? KDD: Sean is an English teacher. Just a little bit of background: This has gone through the Ed Policies Committee for feedback and input. But because other groups are going to be consulted over the course of the semester, we wanted to wait until towards the end of the semester, maybe on November 20th and December 4th to bring it to the Senate. That is when you will actually have a 1st and 2nd reading for this. This is a great way to get a preview. R. Miyashiro: The other caveat is that everything that is striked out, will not be lost. It is important and valuable institutional information. It will be housed in another document. Just for the board policy, we want it to be much more overarching. Thank you. KDD: Any other questions or comments? Thank you, Ross. We appreciate it!

FACCC Update – Rocio Diaz (pg. 40)

KDD: Thanks to Rocio, you have an update on FACCC in your packet. This is the first of many times you'll see this. This is going to be a great way that she is going to communicate with us about things happening at FACCC. She is one of our Governors at Large, and we are proud to have her in the Senate and on FACCC. R. Diaz: Hi everyone. The FACCC Corner sort of started off because I started including it in our Senate updates in counseling. I know it has been coming up in the last few senate meetings in terms of what is going on at the state level. We are going to start including a couple of FACCC updates in each Senate packet. So you will notice that for this round it is on the very last page.   A couple of updates that I want to mention, is everyone familiar with FACCC? This is a membership association that represents all full-time and part-time community college faculty. They do a lot of advocacy at the state level, they also provide a

number of professional development events year round. They support or oppose certain legislation related to education. They have weekly emails that you can sign up or subscribe to that to give you a synopsis of what's going on with FACCC. One of the upcoming events that we have is the Part-Time Faculty Symposium on November 3rd, at Compton College to review the needs of part-time faculty. A past event that we just had was on Academic Freedom, and I had the chance to attend. Josh also attended, would you like to talk about how it went? J. Casper: It went really well. We had speakers talk about academic freedom and what our rights are as educators. It was very informative. R. Diaz: Another one that is coming up that we are asking all faculty to save the date for is the Advocacy and Policy Conference. It is taking place in Sacramento and it is a Sunday/Monday conference because Monday is a lobbying day. We go to Sacramento and talk to our legislators on our different legislative priorities that FACCC is supporting or opposing. I do encourage you to go, it is a great event to go to if you haven't been before. We sit down and let them know our stance on issues, and we ask for support on some of these issues.

We have a couple of legislative priorities that have come up. FACCC does oppose performance-based funding. To give you some background on why they oppose this, in other states where performance-based funding has been implemented it hasn't been very successful. We also have some federal priorities, they support DACA initiatives. They are pretty active statewide and nationwide as well. C. Wells: Is FACCC talking about the vote of no confidence to the Chancellor? R. Diaz: I can't say, I have to double check. I know they aren't supportive with all of his policies. C. Wells: What specific things are they concerned about? R. Diaz: There is a letter to legislators, the online college, the funding formula, and consolidation of categorical programs. I know those are the two main ones, the online college and the funding formula. I can get more information for next time. C. Wells: I think it would be useful for our representatives at Plenary, to have that information. It just gives them more information. R. Diaz: I will get that. Last but not least, it is our membership month. We always encourage everyone to join both FACCC and the union. We work with the union to support some of these things. We think of ourselves as partners. These is an incentive through FACCC right now if you join. New faculty will get their first year free, so they won't pay FACCC membership until next September. If you want to join, let me know or it is on our website. KDD: FACCC has come up in a couple of conversations recently. That is one of the reasons we thought it would be great just to have the connection to know that you are our contact. Thanks, Rocio!

Human Resources Update: Reviewsnap – Jane Miyashiro

Hi everybody, I know it is a long day. I will try to be very brief. I am here because I want to let everyone know we are rolling out a new system called Reviewsnap. Which is an online performance appraisal system. The reason why I am here to talk to you guys about it, is that you may actually be involved sooner than you realize. When we roll this out, in December or January, some of our deans, administrators, supervisors and managers will go first through the system. Some of our deans might be due for a "360 review." When that happens, you might be involved in the 360 review process as faculty.   In terms of the 360, we have different types that are part of the system. We have management level, direct reports, subordinates, peers and others. Others might be outside El Camino, depending on the role the administrator plays. You might be one of those individuals who is asked to do a 360 review for your dean. You will get an email notification from the Reviewsnap system, and you would fill out the evaluation completely online. I am working on a short video on how to give constructive feedback on a 360 review. In the past, we used to send out an email to basically every single faculty member that this person oversaw and it was a hit-and-miss who would participate. We want to be more strategic and purposeful and we want to get good feedback; my goal is 100% return rate. For your deans, it is a development plan. It is to help them develop as leaders and managers and become better at their job. The type of feedback that we are looking for from you is, what is your experience working with these individuals on a day-to-day basis? What are the things that they are doing really well? What are the things they could really improve on from your perspective?   All that information will be anonymous in the sense that we will aggregate all the data and it will be the VP of that dean who will look at the information, look for the patterns, and make a development plan for that dean for the future. That is all I wanted to present for my 5 minutes. Any questions about it? J. Young: Are the Applause cards going away? Will there be any mechanism for us if we want to compliment a co-worker? J. Miyashiro: Yes, an email was sent out about the Employee Recognition Program that was asking for everyone's feedback on what kinds of recognition you enjoy. We are collecting that information now, it closes on the 19th.   We are also asking for individuals to be a part of that design team. C. Brewer-Smith: Is that review sent out to everyone? J. Miyashiro: The VP will sit down with that dean and they will say that they have 10 slots for example. They will ask which people would you like to ask as part of your review? They will have some say in that process and the VP will have some say as well. The first rollout will be administrators and supervisors. The second rollout will be classified staff. Third rollout will hopefully include faculty. KDD: We are trying to sequence this with one of the things that the senate is considering this year, the changes that we've proposed to the faculty evaluation forms. The content of the forms will all go through consultation, and this will just be the

mechanism for how we will implement those. A. Josephides: You said something a minute ago about the deans and administrators. And the next group is the? J. Miyashiro: Classified staff and then faculty. A. Josephides: The faculty will be evaluated this way? Or is this different from the actual evaluation process? J. Miyashiro: The evaluation process that you currently have in place now will be changed to an electronic format. Evaluations are not going away, but the process but which you are doing it, paper-wise, would go to an electronic format with electronic formatting and signatures. KDD: We have a taskforce that has made a lot of recommendations for changes. If we can get that through the consultation process this semester, then it will be in place in time to roll out both at once. Both the transition to online and the transition to the new evaluation form. But this body has to approve them first. R. McMillin: I am curious how you plan to survey students versus faculty? J. Miyashiro: This system does allow for what we call "outside raters", and that could be the students. We can build this into the system. A. Josephides: At this point, do we know if the committee that has been evaluating us might change? Or will that stay the same or have we decided? My committee that evaluates me has been the same committee, will that change? KDD: That is contractual with input from your department. J. Miyashiro: This is just a vehicle for which you do the process. It is not changing any of that. A. Josephides: I just wanted to make sure I understood that. Thank you. KDD: Thank you everybody and thank you Jane for coming in and giving us a heads up!

H. FUTURE AGENDA ITEMS

AP 7160 Professional Development, AP 3050 Ethics, BP/AP 4226 Multiple & Overlapping Enrollments
Institutional Research and Planning: Governance Review Process
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

KDD: I was hoping Ali was here to talk about the Social Justice Panel. Please take these flyers back to your areas and post them. This is a great opportunity on Wednesday, October 24th. A panel/presentation from our EEO Committee on Social Justice. You have heard Ali talk about his vision for our campus having a "Teach In." Well this is a "Teach in." I know he would appreciate your support.

J. ADJOURN
The meeting adjourned at 1:58 pm
TG/ECC Fall 2018

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Briita Halonen	(BH)	Humanities
X	Amy Herrschaft	(AH)	Counseling
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
	Polly Parks	(PP)	Natural Sciences
	Margaret Steinberg	(MS)	Natural Sciences
	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Fall 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27
Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28, June 11
AGENDA
1. **Welcome/Introductions**
   The committee was pleased to welcome April Bernabeo, Lyn Clemons, Brian Krause, Tiffanie Lau, and Mayra Thrush from the Special Resource Center (SRC) to discuss plans for Spring Professional Development (PD) Day.

2. **Spring PD Day – Wednesday, February 6, 2019**
   SA reported that because attorney Laura Schulkind is scheduled to present information on 504 compliance on Spring PD Day, the FDC is working to develop a PD Day theme centered on providing accommodations for students with disabilities. SA reminded the group that our title for Fall PD Day was Culturally Responsive Teaching and Learning. Lyn confirmed that our proposed theme for the spring is really a continuation of the fall theme.

   Thanks to our colleagues from the SRC, we had a very productive brainstorming session. Potential themes and topics were discussed, including the Nine Principles of Universal Design for Instruction, addressing the needs of diverse learners and insuring academic access. Several titles were proposed, including:
   - Exploring the Principles of Universal Design for Instruction
   - Demystifying Universal Design
   - How Universal Design Can Make You a Better Teacher
   - Follow Us on a Universal Design
   - Embracing Diverse Learners through Universal Design
   - Embrace Diverse Learners through Universal Design

   Ideas for the general session format were generated and discussed. A key focus will be to involve current and/or former students to provide testimonials of their success supported by the efforts of the SRC. Lyn noted that many of our students have gone on to work in social services and would be ideal presenters. Brian suggested addressing the needs of our veteran students. It was also recommended that we invite faculty to present who are already incorporating universal design into

their teaching. EU noted that faculty are concrete minded and would appreciate seeing how other faculty are using universal design. Tiffanie explained the success she has had with universal design by using Sonocent in her Assisted Computer Literacy class (EDEV 140). The software provides a number of useful features which address the needs of our diverse learners at ECC. Information about Sonocent is available online at https://www.sonocent.com/en-us/.

In addition to using Sonocent, Tiffanie pays a minimal fee to have her lessons transcribed. Currently, the college does not provide this service to faculty. The committee discussed the importance of having this service available to faculty and recommended the college make this a priority.

SK recalled a workshop sponsored by the SRC that allowed participants to experience what it feels like to navigate in a wheel chair and to have one's vision impaired and noted it was a life-changing experience. The committee discussed various ways in which this may be incorporated into Spring PD Day.

Breakout session ideas were also discussed, including student panels and technology/instructional resources. Lyn suggested Laura Schulkind may want to consider titling her presentation, "Take the 405 to the 504."

Since the new SRC location is scheduled to open on February 22, 2019, Spring PD Day provides an excellent opportunity to showcase the new facility as well as the many valuable services available to help ECC students achieve academic success.

3. **Sample Syllabus Statements**
   The committee briefly reviewed five sample ADA syllabus statements. Colleagues from the SRC provided valuable insight in the discussion. Lyn suggested a breakout session on PD Day for faculty to discuss how best to implement an ADA statement. The FDC will continue working on syllabus statements in our next meeting.

4. **Informed & Inspired**
   SA reminded members that Anna Brochet, Monica Lanier, and Lori Suekawa will present "Preparing for Generation Z: Teaching and Engaging a New Generation of College Students" on October 25th. Members were provided with flyers to promote the event in their departments. SA attended this breakout session in the fall and found it to be very informative and noted it was clearly a topic of interest to faculty given the large number who attended the session.

5. **Race and Social Justice Teach-in**
   Members were provided with flyers and encouraged to attend the Race and Social Justice Teach-in on October 24th. AA recommended faculty bring their classes and/or grant extra credit to students for attending; he noted the great importance of these topics for our students and for the larger college community.

6. **Faculty Needs Assessment**
   Tabled for next meeting

Adjourned: 1:49

SA/10.24.18

Assessment of Learning Committee (ALC)
Monday, September 10, 2018
COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Kevin Degnan

Recorder: Isabelle Peña

Attendees:

ECC Academic Affairs – Linda Clowers   Industry & Technology – Merriel Winfree & Bruce Tran
Behavioral & Social Sciences – Janet Young   Mathematical Sciences – Catherine Schult-Roman
Fine Arts – Vince Palacios   Library/LRU – Claudia Striepe
Health Sciences and Athletics – Russell Serr   Institutional Research & Planning – Joshua Rosales
Humanities – Mora Mattern & Maria Barrio de Mendoza

Guest: Dr. Jean Shankweiler, Vice President Academic Affairs

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I.   Introductions
Introductions were made around the room since there are new ALC members this semester.
A.   Kevin Degnan has started as Co-coordinator, replacing Jenny Simon.
B.   New ALC members and Facilitators:
1.   Humanities Division: Mora Mattern & Maria Barrio de Mendoza
2.   Mathematical Sciences Division: Catherine Schult-Roman

II. Approval of Minutes
A.   Russell S. moved to approve the minutes for the 4/16/2018 ALC meeting; motion was seconded by Merriel W. Motion was carried with correction to Deadline for Spring 2018 SLO Assessments due date—should be September 14, 2018, not September 10, 2018.

III. Reports

A.   SLO Working Workshop was very well attended.

B.   **Spring 2018 Assessment Status Update** – *Russell Serr*
1.   Spring 2018 SLO assessments are due on Friday, September 14, 2018.
2.   Status report will be updated for the Council of Dean's meeting on Thursday, September 13th. Another one will be run before the Academic Senate meeting on Tuesday, September 18th.

C.   **Follow-Ups** – *Russell Serr*
1.   Will talk about Follow-Ups at the Facilitator Meeting tomorrow (September 11, 2018). Isabelle P. ran a report of SLO Action Items and Follow-Ups for the 2016-17 Academic Year and there are a lot of them that have no follow-ups. We need to start closing the loop by completing the Follow-Ups for SLO/PLO Action Items.
2.   Isabelle will find out from Nuventive if we can have a separate 'red flag' for the Follow-Ups since they pertain to a previous semester.

D. **New Faculty for Fall 2018**
   1. Reminder to e-mail to Isabelle P. a list of new faculty and the programs they need access to. This needs to be done by mid-semester.

E. **ILO #4 - Information Literacy Assessment** – *Russell Serr & Joshua Rosales*
   1. Joshua R. downloaded the SAILS data on Friday, September 7, 2018, but he has not had a chance to go over the results yet so there is not much information at this time. ALC will have wait until next meeting for the report.
   2. Russell S. stated that we have all the data and we will be able to finish it by the end of this year so we are on track.

F. **ILO #2 - Communication ILO Plan** – *Kevin Degnan & Russell Serr*
   1. We are doing a 2-pronged approach for this ILO assessment—we will be using SLO-to-PLO alignment data and Course-to-ILO data alongside an independent assessment like the rubric.
   2. We will send out the former rubric for review by the ALC and to discuss at next meeting. Any suggestions for change, additions, or fresh ideas on how to improve the rubric are welcome.
   3. Per Kevin D., based on the alignment grids that are currently on the website, there 396 courses and 72 PLOs across the ECC campus that align with this ILO.
   4. Russell S. stated that we may have to re-think the alignment grid since it was last done in 2014. Janet Y. stated that we want to re-do our alignments now that we know what we're doing.
   5. Linda C. stated that we want to make sure we include Distance Ed. and Dual Enrollment courses are included in the alignment.
   6. Vince P. stated that rubric is unnecessary if we use the SLO-PLO-ILO alignment as the assessment method. If the state wants or mandates more, then we can include the rubric.
      a. Kevin D. stated that the process of using the 2-pronged approach will help us refine our alignments so that maybe we can just use one or the other for future assessments.
      b. Joshua R. stated that we are mandated to disaggregate the ILO results. Russell stated that by using the rubric, we can disaggregate the data.
      c. Linda C. stated that we need to make sure that our alignment is accurate, current, and informative because if it is, then we can rely more heavily on how the SLOs and PLOs feed into the ILOs; some of the SLOs that feed into the ILOs now, based on the current alignment grid, may be a loose association, at best. Once we tighten up the alignments, we can have the confidence in using the SLO-PLO-ILO alignment for the assessment method.
      d. Disaggregation has a place in the assessment process. According to Russell S., the last time we assessed this ILO, the most interesting findings came out of disaggregated data.
   7. We want to be well-planned and ready to go when the Spring semester starts so that we have a more robust-sized faculty to participate in this assessment.

G. **Faculty Survey** – *Russell Serr*
   1. The Faculty Survey is something we need to for accreditation (we want to show that we are assessing our assessment process). The last time we did this survey (Spring 2013), we did it as a requirement of the accreditation board; however, we would like to do the survey again, not for accreditation purposes, but to find out if we can find out more information from the faculty to try to improve on our SLO/PLO/ILO assessment process.
   2. What are the types of questions that we want to ask the faculty? What are some items we want to get feedback on to make this [assessment] process more efficient and more meaningful?
   3. Some questions that came up:
      a. How is this [assessment] process going for them [faculty]?

  b. What would make the process better?

  c. Do you use your SLOs to assess your PLOs?

  d. Are you aware of your alignments?

  e. How frequently do they discuss assessment results? (So that faculty are aware of their alignments.)

4. Russell S. asked the ALC to think about the survey questions and bring back any suggestions at the next meeting.

5. Vince P. stated that some faculty don't understand the process of how SLO/PLO/ILO assessment process fits into Program Review and Planning process and how their learning assessment results may end up in a program recommendation being approved for acquiring new equipment or funding for a certain need for a program. This would be a good presentation topic for a break-out session or even in the auditorium for everyone to see during a Professional Development (Flex) day.

6. Jean S. stated she would let Stacey know since she is the Faculty Development Committee Chair. Claudia S. stated that Faculty Development Committee has a meeting tomorrow (September 11, 2018) so she will bring it up to the committee.

7. Faculty don't see success stories; there are so many and we normally only put one in each newsletter (2 per year). Need to share more success stories; maybe put them on the SLO website?

H. **Multi-section Course Assessments**

1. Trying to make an easier process for divisions who do not use multiple sections to enter their assessments. A lot of divisions do not have a system in place

2. Lead faculty will enter the recommended tool for assessment method.

3. Try to get adjunct faculty involved more.

4. Possible to add a couple of columns when faculty are entering grades—whether or not the student has met the SLO standard and recommended action.

5. There was some talk about it in Canvas, but per Kevin, it is not as robust.

6. Any suggestions for improvement that they want to include in spreadsheet are welcome.

III. Other Items

A. **SLO/PLO Change Form**

1. Form is changing; since Compton campus is officially separating after June 2019, all references to Compton is being removed.

B. **Updating the Learning Outcomes and Assessment Handbook** – *Russell Serr & Linda Clowers*

1. Need a gameplan for updating handbook. We first need to identify what needs to change (to be done by Linda C. & SLO Coordinators).

2. Number of SLO statements per course:

  C. Justification for having 1 SLO is not because it is a 1-unit class. SLOs should be a comprehensive.

  D. What is the process for setting SLOs? We need to fine tune the process.

3. Vince P. suggested having the faculty survey done first before changing the handbook.
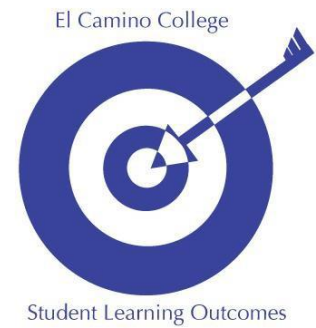
C. **Team Site for ALC**

1. Isabelle P. has created a Team Site for ALC and it is in the process of being tested.

IV. Next meeting – October 8, 2018

VI. Adjournment: Meeting was adjourned at 3:50 p.m.

Fall 2018 ALC Meetings	Facilitator Training Sessions	TracDat "Working" Workshop: Entering SLO Assessments in Nuventive	Deadlines
Mondays, 2:30 - 4:00 pm COMM 109 September 10 October 8 November 19	Tuesdays 1:00 - 2:00 pm SS 119 September 11 October 9 November 13	Library Basement West December 5 @ 2:30 pm - 3:30 pm	Spring 2018 SLO & PLO Assessments Final Due Date: October 10, 2018 *Effective Monday, Oct. 15th, all Red Flags will reflect Fall 2018 Assessments*

Fall 2018 SLO Training Schedule:

El Camino College

Student Learning Outcomes

Entering Fall 2018 Assessments: working workshop.

Wednesday, December 5, 2:30-3:30PM

All Fall 2018 reports should be entered into Nuventive (formerly TracDat) by

Friday, March 1!

*All trainings will be in the Library West **Basement (ECC Campus).***

To register for a training log into: http://elcamino.flexreporter.com
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Kevin Degnan (kdegnan@elcamino.edu)

El Camino College

Student Learning Outcomes

Fall 2018

Program Review/Planning Training Schedule:

Entering 2018 Program Review into Nuventive

Tuesday, November 27

1:00-2:00

MBA 220

To register for a training log into: **http://elcamino.flexreporter.com**
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Linda Clowers (lclowers@elcamino.edu)

Present

Dustin Black (Chair; BSS/LLR)

Kevin Degnan (Humanities)

Mark Fields (Ind. & Tech.)*

Renee Galbavy (BSS)

Laurie Houske (BSS)

Kurt Hull (BUS)***

Gema Perez (LLR)

Thomas (Jim) Noyes (NS)

Absent

William (Bill) Doyle (Fine Arts)**

Janice Pon-Ishikawa (Counseling)

Peter Marcoux (Humanities)**

Crystle Martin (Director, LLR)**

Mary McMillan (LLR)**

Margaret Steinberg (NS)

Laura Welsh (Humanities)

(*via CCC Confer, **excused, ***guest)

Welcome and Introductions

Dustin Black (DB) welcomed the committee.

Review & Vote: DEAC Minutes (5-24-18), 2018 DE Survey (IR)

Minutes from DEAC meeting on 5-24-18 were briefly reviewed and approved.

2018 DE Survey was briefly reviewed and discussed. Guest Kurt Hull (KH) requested a copy in follow up. DB moved to vote on approval. Renee Galbavy (RG) inquired whether present company met quorum for a vote (several DEAC members were attending ATC), and recommended some initial revisions to the DE Survey. DB replied, under Crystle Martin's (CM) advisement, that a provisional vote, contingent on revision and re-distribution to DEAC for a 2-day review period, should address both of RG's concerns. A vote was taken and the 2018 DE Survey was approved accordingly.

Reports & Updates: Recent LMS Issues, OTC Transition, OEI Exchange

DB provided an overview of recent Canvas / MyECC issues and solutions, including pre-existing LMS and network problems carried over from Summer session, as well as an external Trojan Horse attack on ECC's servers during the first week of Fall semester. Gema Perez (GP) offered details on some of the technical aspects of problems and solutions, including Canvas roster update failures, and dropped students "zombie-ing" back and forth between Canvas and MyECC. DB reported, per consult with IT support, that while the immediate threats had been contained, IT's "clean up" operations could disrupt Canvas and/or MyECC services through Winter session, and possibly beyond.

DB provided an overview of the forthcoming transition of ECC's Online Teaching Certification program from the office for Professional Development and Learning to the Distance Education office. Efforts in support of this end are already well under way, and DE has been working closely with PD for as smooth a transition as possible. GP offered details on the new OTC (which will integrate DE pedagogy with Canvas mastery), as well as a new stand-alone Canvas

course currently under development. Laurie Houske inquired into relevant implementation timeframes, to which DB responded that new OTC and Canvas stand-alone will be ready for SP19 and W19, respectively. RG asked for clarification on these timelines, to which both DB and GP responded to clarify.

DB provided an overview of ECC's progress in participating in CCC's OEI Course Exchange, including a forthcoming pilot faculty cohort who will submit their courses to the Exchange this Fall, ongoing development of recruitment & on-boarding processes, and the formation of a local ECC peer review team to assist faculty before and during their submission to Exchange review. Kevin Degnan (KD) inquired into possible benchmarks for continued participation. DB then outlined ECC's anticipated Exchange participation requirements and goals, then shared details from his experience of the initial phases of the Exchange review process.

Discuss & Decide: OEI-Subsidized Software Priority & Timeline(s)

Referring to the handout grid of OEI-subsidized software provided, DB provided a brief overview of the programs and services in question, some of which ECC is already licensed for, and some not. LH requested clarification on the relationship between those services already in use by ECC and the inclusion of those services in the OEI-subsidized list. DB responded that the terms of ECC's existing contracts will apply until such time as those service limits are met, at which point OEI will subsidize further servicing, per the limits indicated on the grid. KD inquired into DEAC's interest/objective in discussing the grid/list in question, to which DB replied that the committee's input was needed in determining a suggested priority of service allocation between DE and non-DE students in cases where service limits existed. DEAC members were unanimous in the opinion that in cases where service was limited, DE students should be prioritized, and the committee agreed to discuss the issue further at a future meeting.

Closing Questions, Comments, & Adjournment

DB identified topics to be covered in remaining Fall DEAC meetings, including DE Addendum recommendations, getting the Canvas logo onto ECC's home page, DE workshop recommendations for SP19 PD Day, addressing non-academic requests for Canvas Sites, and ECC's participation in the annual Instructure (Canvas) conference.

No further questions or comments were put forward.

Meeting adjourned at 1:50 PM

* * *

Remaining Fall 2018 meetings: Oct. 25th (LIB 202, and Nov. 15th (DE 166), 1-2 PM

OEI-Subsidized Software & Services, 2018-19

Participating College with a signed Agreement on file will receive free and/or subsidized access to designed CVC-OEI student supper technologies and services during the timeframe of this Agreement. The list below will update no later than March 1 of each year, and may include resources such as, but not limited to, online student readiness, online counseling, online tutoring, and authentication tools. Free or subsidized access to technologies and services described in this list is contingent upon College remaining in good standing through continued good faith efforts to fulfill requirements in *Appendix A: Consortium Requirements*.

Tool	What it does/is for	Cost/Usage limitations	Implementation Timeline
Quest-SmartMeasure Program	Quest Student Readiness for Online Learning by OEI, including the SmarterMeasure student diagnostic by SmarterServices, Inc.	No cost; unlimited use across the campus both in the CCMS and in orientation activities	By the end of Fall 2018
NetTutor	Online tutoring services, provided by Link-System, International	Up to 500 hours funded by CVC-OEI; additional hours may be purchased by College (2018-2019 negotiated rate of cost $23.50/hour, charged by actual usage, minutes never expire.)	By the end of Fall 2018
WorldWideWhiteboard	Collaboration and Tutoring tool provided by Link-Systems, International	No cost, unlimited use	By the end of Winter 2019
Cranium Café by ConexED	ConexED is an ADA and FERPA compliant software platform that creates the in-office experience for off-campus Students	No cost to College for use of the platform for online counseling and student services; CVC-OEI negotiated buy-in pricing available for other usages (e.g., office hours, instructional departments, tutoring, etc.)	By the end of Fall 2018
Proctorio Online Proctoring Service	Online proctoring service: Proctorio by Proctorio, Inc.	No cost, unlimited use in all online and hybrid courses.	By the end of Winter 2019
NameCoach	Student name pronunciation and gender identification tool	No cost, unlimited use	By the end of Spring 2019

NEW

Administrative Procedure 4022   **Course Approval**

All new courses ~~shall~~ must be approved by the El Camino Community College District Board of Trustees and ~~shall~~ must be submitted to the California Community Colleges Chancellor's Office for approval as required. ~~All new courses must be approved by the El Camino Community College District Board of Trustees.~~

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the College Curriculum Committee and the Office of the Vice President of Academic Affairs.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

1. These courses must be approved by the College Curriculum Committee.
2. The individuals on the College Curriculum Committee must have received the training provided for in Title 5, Section 55100.
3. Unless modified to properly address the reasons for denial by the California Community Colleges Chancellor's Office, no courses may be offered that were previously denied approval.
4. Students may count a maximum of 18 semester units of coursework approved under this procedure toward a certificate or associate degree.

~~*CCLC Template: Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.~~

5. No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs (TOP) code may be linked to one another by means of prerequisites or co-requisites.
6. All courses approved must be reported to the California Community Colleges Chancellor's Office.

References:
Title 5 Section 55100

Review: Council of Deans 1/12/17

Draft 2/15/17

Formatted: Strikethrough

EPC 9/25/18
Senate 10-16-18 1st reading

Draft 2/15/17

AP 4022 Course Approval

Reference:
   Title 5 Section 55100

Note: *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100.*

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
These courses must be approved by the curriculum committee.

The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100

Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.

Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.

Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.

All courses approved must be reported to the California Community Colleges Chancellor's Office.
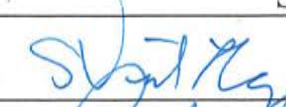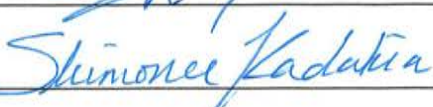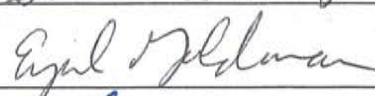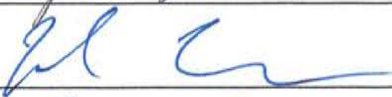

New 8/07

October 16, 2018

Physics and Astronomy Faculty

"I am in favor of changing the minimum qualifications for astronomy to the minimum qualifications for physics faculty as permitted in the 2017 Handbook, California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators."

Current Minimum Qualifications for Astronomy	Chancellor's Minimum Qualifications for Physics/Astronomy
Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.

Print Name		Signature	
S. Vincent Lloyd	Subject(s) you teach: physics/astronomy	*(signature)*	Subject(s) you teach: physics/astronomy
Perry Hacking	Subject(s) you teach: physics/astronomy	*(signature)*	Subject(s) you teach: physics/astronomy
Shimonee Kadakia	Subject(s) you teach: physics/astronomy	Shimonee Kadakia	Subject(s) you teach: physics/astronomy
Susan Stolovy	Subject(s) you teach: physics/astronomy	Susan Stolovy	Subject(s) you teach: physics/astronomy
Eyal Goldmann	Subject(s) you teach: physics/astronomy	Eyal Goldman	Subject(s) you teach: physics/astronomy
John Coroneus	Subject(s) you teach: physics/astronomy	*(signature)*	Subject(s) you teach: physics/astronomy
Zeke Murdock	Subject(s) you teach: physics/astronomy	*(signature)*	Subject(s) you teach: physics/astronomy

AB 1725 HIRING COMMITTEE—MINIMUM QUALIFICATIONS SUBCOMMITTEE
LOCAL QUALIFICATIONS FOR FACULTY HIRES   Effective: July 1, 1990

Astronomy: Master's in physics, astronomy or astrophysics OR Bachelor's in ~~either of the above~~ physics or astronomy AND Master's in ~~physics,~~ mathematics, geophysics, engineering or meteorology OR the equivalent.

NEW POLICY

Board Policy 4226 4266   **Multiple and Overlapping Enrollments**

The Superintendent/President shall establish procedures to ensure that students

1) do not enroll in multiple sections of the same course at any given time during the term or
2) courses where the meeting times overlap.

<u>Multiple Enrollments</u>

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

<u>Overlapping Enrollments</u>

~~The El Camino Community College District does not permit enrollment~~ A student may not enroll in two or more classes or sections when the meeting times overlap.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Commented [cvj1]: Why is this needed? Isn't this the procedure that is supposed to implement the policy? I think it should be laid out here in this procedure where it is readily available to students, faculty, staff and the community. It makes no sense to me to have a procedure for the procedure. Just my .02 cents. ♩

Reference: Title 5 Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018
Academic Senate: 3/6/18
College Council:
Board Approval:

NEW PROCEDURE

Administrative Procedure 4226 4266   **Multiple and Overlapping Enrollments**

<u>Multiple Enrollments</u>
A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

<u>Overlapping Enrollments</u>
<u>A student may not enroll in two or more classes or sections when the meeting times overlap. An overlap occurs when any part of the meeting time or two or more sections ~~occurs~~ occur on the same day at the same time.</u>

<u>Consequences of Violations</u>
<u>Students violating this policy will be notified and directed to drop all but one section of the course if enrolled in multiple sections or all but one of the overlapping courses. If the student fails to comply, Admissions and Records will drop the student at their discretion.</u> ~~Students violating this policy will be dropped from one section of the course.~~

Reference: Title 5 ~~Sections~~ Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018, 10/23/18
Academic Senate: 3/6/18
College Council:
Board Approval:

BP 4226 Multiple and Overlapping Enrollments

Reference:
> Title 5 Section 55007

Note: *This policy is legally required.*

The [CEO] shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.

The CEO shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5 Section 55007.

New 8/07

AP 4226 Multiple and Overlapping Enrollments

Reference:
> Title 5 Sections 55007

Note: *Insert local practice, which **must include** procedures that ensure the following :*

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:
- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- An appropriate district official **[*designate*]** approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

New 8/07

<p align="center">**NEW ADMINISTRATIVE PROCEDURE**</p>

Administrative Procedure 3050   **Institutional Code of Ethics**

A. Preamble

El Camino College is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although employees work in various settings and positions they are committed to protecting human rights and pursuing academic excellence. While demanding for themselves freedom of inquiry and communication, they accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the college community; and avoidance of conflicts of interest and the appearance of impropriety.

B. Definition of Ethics

Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.

C. Rationale

The specifications of ethical standards enable the district to clarify the nature of common ethical responsibilities not only for present and future employees, but also for students. As a means of supporting these commitments and responsibilities, members of the El Camino College Board of Trustees, administration, faculty, and classified staff subscribe to the following standards of ethical and professional behavior. For purposes of this policy "employees" refers to individuals approved, hired and/or paid by the district, including members of the Board of Trustees, full and part-time employees, student employees, and volunteers.

D. Limitations

The following policy is not an attempt to provide comprehensive guidelines regarding ethical issues in education. Nor does it supersede more specific board policies or collective bargaining or other contracts affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of individuals at El Camino College as they work toward maintaining ethical standards. Employees are also guided by ethical standards established by professional organizations in their fields., for example:

~~The American Association of University Professors, American College Personnel Association, Association of California Community College Administrators, and so on.~~

E. General Responsibilities to the College Community

Recognizing their responsibility to El Camino College, employees will:

1. Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the employee and the college encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the employee and the college have the responsibility directly and constructively to seek resolution of the conflicts.

2. Have responsibilities to the institution and to individuals they serve. Therefore, employees support the values and the mission of the College.

3. Address issues and work with people without prejudice and therefore refrain from discriminating do not discriminate unjustly against or in favor of any student or employee.

4. Avoid inappropriate personal relationships with parties under their your supervision or authority.

5. Accurately represent college goals, services, programs, and policies.

6. Avoid conflicts of interest between their contractual obligations to the district and private business or personal commitments.

7. Avoid forcing personal values, beliefs, and behaviors on others.

8. Recognize that the shift to an information society gives them access to increasing amounts of data, much of it automated; exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.

9. Use sound and defensible methodology when engaged in research. and are knowledgeable and skilled in research technique. Conduct and report investigations in a manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.

10. Accurately represent their experience and credentials, competencies, and limitations to all concerned.

F. Responsibilities to Colleagues

In the interest of maintaining effective working relationships with their colleagues and promoting an environment of collegiality, employees will:

1. Facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

2. Avoid intentionally disclosing confidential information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

3. Avoid knowingly making false or malicious statements about colleagues.

4. In supervisory, management and administrative roles, treat those they supervise with respect and integrity and value the well-being of employees as they make decisions about the needs of the institution. Employees will use the power inherent in their positions wisely and with serious regard for individual worth and personal and professional growth.

5. Foster openness by encouraging and maintaining two-way communication, characterized by honesty and integrity.

G. Responsibility to ~~the~~ Student**s**

In fulfillment of their obligation to ~~the~~ student**s**, employees will:

1. Promote freedom of inquiry and expression in the pursuit of learning.

2. Avoid intentionally suppressing or distorting subject matter relevant to ~~the~~ students' progress.

3. Foster a culture where ~~the~~ student**s** has access to accurate and diverse points of view.

4. Make a reasonable effort to protect ~~the~~ student**s** from conditions harmful to learning or to health and safety.

5. Avoid intentionally disparaging ~~the~~ student**s**.

6. Avoid disclosing information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law and in compliance with the Family Educational Rights and Privacy Act (FERPA).

7. Strive to be sensitive to issues of diversity both inside and outside of the classroom.

H. Consequences of Violations

Conduct that is determined to be in direct violation of this procedure may be subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working condition**s** manuals, and collective bargaining agreements.

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References:
ACCJC Accreditation Standard III.A.1.d
American Association of University Professors
American College Personnel Association
Association of California Community College Administrators
Family Educational Rights and Privacy Act (FERPA)
National Education Association
Board Policy 2715, Code of Ethics

Intersegmental Committee: 8/29/18
Ed Policies Committee: 10/9/18, 10/23/18
Academic Senate:
Council of Deans:
College Council:
Board Approval:

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AP 3050 Institutional Code of Ethics

Reference:
    ACCJC Accreditation Standard III.A.13 (*formerly III.A.1.d*)

> ***NOTE:*** *The Accreditation Standard requires districts to uphold a written code of professional ethics for all of its personnel, including consequences for violation. Local practice may be inserted here.*

New 2/03, Revised 11/14