ECC Academic Senate
March 6, *2018*

Important note:

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

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

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

- Thank you!

ECC Academic Senate
Welcome!

March 6, 2018

Please sign in &
pick up a name card

Agenda

A. Call to Order

B. Approval of Minutes – **Senate packet, pages 6-13.**

C. Officer Reports

D. Special Committee Reports

E. Unfinished Business

F. New Business

G. Information Items/Discussion

H. Future Agenda Items

I. Public Comment

J. Adjourn

Welcome Division Personnel

- Walter Cox

- Associate Dean, Fine Arts

- Associate Dean Cox came to ECC in 1986, right after high school. After completing his degrees, he returned to ECC and served as an adjunct instructor in Art for eight years before stepping into the associate dean role in 2015. He enjoys helping students and faculty. It's rewarding to be part of the process as people launch their lives and their careers.

Agenda

A. Call to Order

B. Approval of Minutes

C. Officer Reports

D. Special Committee Reports

E. Unfinished Business A motion passed to change the order of business. Officer and special committee reports were moved to the end of the meeting.

F. New Business

G. Information Items/Discussion

H. Future Agenda Items

I. Public Comment

J. Adjourn

E. Old Business

- **Senate packet, pages 19-29.** See also handout: Employee Climate Survey

- ECC Climate Survey – 2nd Reading

- Beth Katz and Gina Park, Institutional Research and Planning

- Minor edits have been made since the first reading. The only substantive change is to add to the employee climate survey a question about whether the respondent is confident that ECC is prepared for a large-scale emergency (earthquake, armed intruder).

- Several efforts have been made to ensure that the items on the survey are actionable. Throughout the revision process, there has been an emphasis on developing questions that will inform next steps. Once the findings have been compiled, recommendations will be developed and taken to the collegial consultation committees for dissemination and input regarding implementation.

E. Old Business

- **Senate packet, pages 19-29.** See also handout: Employee Climate Survey

- ECC Climate Survey – 2nd Reading

- Beth Katz and Gina Park, Institutional Research and Planning

- The IR team was asked whether the student climate survey is an opportunity to assess topics related to Guided Pathways (e.g., whether students feel guided and that they have a plan). These questions are a good fit for the SENSE survey in fall, for which we have multiple years of data. Since it surveys new students for whom the onboarding process is recent, it should yield some useful data. We can add tailored questions and Marci Myers is the contact for suggestions.

- The team confirmed that there are a number of questions to assess the affordability of college, including number of hours each week spent in paid employment, food insecurity, and homelessness.

- The presentation from the first reading appears in the following slides.

Understanding our Campus Climate

ACADEMIC SENATE
FEBRUARY 20, 2018

BETH KATZ & GINA PARK (INSTITUTIONAL RESEARCH & PLANNING)
LINDA CLOWERS (ACADEMIC AFFAIRS)

Survey Development

Previous versions administered regularly since 2001
◦ 2001, 2006, 2010, 2013, 2018

Student and employee survey committees were convened in 2017 to revise the instruments

2018 survey items include or were informed by questions from:
◦ Previous ECC campus climate surveys;
◦ Surveys from peer institutions and other organizations; and
◦ Externally validated tools.

Currently receiving feedback from collegial consultation committees, BOT, ASO, and other stakeholders

Survey Committees Include Representatives from…

Academic Senate

ASO

Classified Union

Counseling

ECC Police Department

EEO Committee

Faculty

Institutional Research and Planning

Staff and Student Diversity

Student Development

Student Equity

Student Success Advisory Committee

What We Want to Know (1)

Student Perspective

1. To what extent do students feel *welcomed*, *valued*, *included*, *nurtured*, and *safe* on campus?

2. How does the student experience *vary* by student characteristics?

3. What are we *doing well* and in what areas can we *improve*?

Employee Perspective

1. To what extent do employees feel *welcomed*, *valued*, *included*, *nurtured*, and *safe* on campus?

2. How does the employee experience *vary* by characteristics?

3. What are we *doing well* and in what areas can we *improve*?

What We Want to Know (2)

Student Perspective

4. To what extent does ECC *value diversity* and maintain an inclusive environment?

5. To what extent are students *satisfied with the education* and support they receive?

6. How has the campus climate *changed over time*?

Employee Perspective

4. How prepared do employees believe they are *to serve the diverse needs* of the students?

5. To what extent do employees believe they provide *quality education and services* to students?

6. How has campus climate *changed over time*?

Administration Process

Student Survey

Random selection of class sections, stratified by daytime/evening classes and academic division

In-class administration of online survey for ease of completion, with paper surveys available

Approximately ***20 minutes to complete***

Employee Survey

Administered online to all employees, with paper surveys available at each Division

Approximately ***15-20 minutes to complete***

Student Survey Topics (1)

Physical Environment and Safety
- Safety, wayfinding, adequate space, sustainability

Campus Life and Activities
- Events, food options, community

Diversity and Inclusion
- Awareness, support, respect, discrimination

Services and Resources
- Counseling, academic, financial, and personal support

Student Survey Topics (2)

Classroom Instruction
◦ Inclusion, diverse opinions, support & fair treatment

Overall Experience
◦ Mission, welcoming, educational quality

Open-Ended Questions
◦ What is ECC doing well? What needs improvement?

Demographics
◦ Personal and enrollment characteristics
◦ Opportunity for disaggregation by characteristics

Employee Survey Topics (1)

Mission

Work Environment
◦ Welcoming, supportive, sense of safety

Sense of Belonging and Value
◦ Participation, teamwork, pride

Professional Development
◦ Access to training
◦ Prepared to address needs of diverse students

Job Satisfaction

Employee Survey Topics (2)

Communication and Direction of the College
◦ Planning & improvement, openness, staying informed

Service to Students
◦ Welcoming, process improvement, meeting diverse needs

Overall
◦ Sense of belonging, value, respect

Open-Ended Questions – best/needs improvement

Demographics
◦ Personal and employment characteristics
◦ Opportunity for disaggregation by characteristics

Survey Timeline

Dates	Tasks/Milestones
Dec – March	Survey Development and Review
March	Survey Pilot
April – May	Survey Administration
June – July	Process and Analyze Results
August – September	Review Results and Draft Report
October – November	Present Results to Campus

Questions or Comments

Beth Katz bkatz@elcamino.edu
Gina Park gpark@elcamino.edu
Linda Clowers lclowers@elcamino.edu

F. New Business

- **Senate packet, pages 30-57**
- Guided Pathways Work Plan
- Chris Wells

The Work Plan outlines what the status is for the elements described and what we are planning to do. In many cases, we are tying in existing initiatives such as degree planner, ECC Connect, and AB 705. In some cases, we are planning to investigate options (e.g., meta-majors). The Work Plan is one of the steps we must complete to get the Guided Pathways funding and is very ambitious. The GP committee is invites feedback. There is a lot of information on ECC's GP website. The timeframe for GP is five years; the timeframe for this document is end of summer 2019.

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	Early Adoption	<u>Spring 2018</u> Develop small teams to visit divisions, explain GP and solicit input. Determine appropriate focus areas for development by the workgroups (curriculum, meta-majors, milestones, professional development, career exploration, multiple measures, onboarding, etc) <u>Fall 2018</u> The cross-functional work groups will work on focus areas and develop recommendations to share with campus <u>Spring 2018</u> The workgroups will develop timelines for implementation of the agreed upon	The focus areas for the design teams will overlap with some current efforts. Most notably, the math and English faculty members already have a Multiple Measures committee (MMAP) that has been working to streamline the math and English pathways to transfer level. In addition, last year the college hired a firm to review our intake processes. This has resulted in a Process Improvement team which will play a major role in clarifying the path and assisting students to enter the path.	<u>Spring 2018</u> Workgroups will be developed for each focus area that includes faculty, counselors, librarians, staff manager and students <u>2018-19</u> Work groups will review the KPI, develop appropriate milestones and work plans (strategies) for each focus area	Scaling in Progress

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry	blue	green	orange	orange
EXAMPLE 5. Intersegmental alignment	blue	green	orange	orange
EXAMPLE 14. Applied learning opportunities	(blank)	(blank)	orange	orange
Inquiry (1-3)				
1. Cross-functional inquiry	blue	green	orange	orange
2. Shared metrics	green	orange	(blank)	(blank)
3. Integrated planning	dark blue	green	orange	(blank)
Design (4-8)				
4. Inclusive decision-making	green	orange	(blank)	(blank)
5. Intersegmental alignment	dark blue	green	orange	orange
6. Guided major and career exploration opportunities	blue	green	orange	orange
7. Improved basic skills	green	orange	(blank)	(blank)
8. Clear program requirements	blue	blue	green	orange
Implementation (9-14)				
9. Proactive and integrated student supports	blue	green	orange	orange
10. Integrated technology infrastructure	dark blue	green	orange	orange
11. Strategic professional development	orange	orange	(blank)	(blank)
12. Aligned learning outcomes	orange	orange	(blank)	(blank)
13. Assessing and documenting learning opportunities	blue	green	red-orange	red-orange
14. Applied learning opportunities	blue	blue	green	orange

F. New Business

- **Senate packet, pages 58-59**

- See handout for CCLC templates

- BP/AP 4226: Multiple/Overlapping Enrollments.

- Legally required; not currently in place.

- There will be a lot of activity coming from the Ed Policies Committee. We are working in collaboration with Dr. Shankweiler to support the college's efforts to be ready for accreditation. The college needs to catch up on legally required policies and procedures that are not currently in place.

- Questions and comments regarding this policy/procedure included:

- More specificity is needed regarding the timeframes for dropping students, which course the student will be dropped from, and how that's determined.

F. New Business

- **Senate packet, pages 58-59**

- See handout for CCLC templates

- BP/AP 4226: Multiple/Overlapping Enrollments.

- Legally required; not currently in place.

- As shared in previous senate meetings, deans receive lists of students enrolled in multiple sections of the same course. They are given a deadline by which to choose one section, after which they are dropped by Admissions.

- Low enrolled classes may be affected by this policy/procedure, which could lead to the cancellation of classes, affecting part-time faculty.

- If students are dropped after the add/drop period, their financial aid may be affected.

F. New Business

- **Senate packet, pages 58-59**

- See handout for CCLC templates

- BP/AP 4226: Multiple/Overlapping Enrollments.

- Legally required; not currently in place.

- There was clarification needed on whether these are addressing two (or more) sections of the same course or classes that overlap in timing or both. (Answer: both.)

- If class sections overlap by even one minute, students can't register for both classes. (This needs to be confirmed.)

- Are students able to register for face-to-face and online versions of the same course? (Currently, they are. The policy and procedure are designed to prohibit this.)

F. New Business

- **Senate packet, pages 58-59**

- See handout for CCLC templates

- BP/AP 4226: Multiple/Overlapping Enrollments.

- Legally required; not currently in place.

- For classes that meet on a day when there is a holiday, the class meeting time is lengthened. (For example, Monday-only classes which miss a class meeting for Memorial Day.) Are these classes affected by this policy/procedure? If so, how? (These are affected just as any other classes.)

- Because the college doesn't offer block scheduling, there may be students who have a compelling reason for enrolling in classes that overlap in meeting time. There should be allowance for exceptions.

- These will be referred to the Ed Policies Committee, which will consult with Dr. Shankweiler and our colleagues in Enrollment Services.

F. New Business

- **Senate packet, pages 60-61**

- BP 3050: Code of Ethics

- Accreditation requires.

- This falls under Federation purview. An adjunct faculty member was recently reinstated for an issue that was determined to be protected by free speech. A statement should be added that this can't be used as the sole source for disciplinary action.

- There is a CCLC template for an administrative procedure but not for a board policy. AP 3050 refers to ACCJC Standard III.A.13 (formerly III.A.1.d) and invites colleges to insert "local practice."

- Concern was raised about the broad nature of statements like respect. This could be used to limit speech.

F. New Business

- **Senate packet, pages 60-61**
- BP 3050: Code of Ethics
- Accreditation requires.
- The Federation can request a reopener on disciplinary issues.
- Who defines the professional standards of conduct?
- It was suggested that academic freedom be referenced in the policy and in the contract.
- It was recommended to look at other colleges' ethics policies as well as Ed Code regarding disciplinary action and moral turpitude.
- The ethics policy was developed through a task force which reviewed the standard and examples.
- Feedback regarding policies and procedures needs to be specific and actionable (just like the climate survey) in order to be most helpful.
- This will be referred to the Ed Policies Committee, which will consult and determine next actions.

G. Info Items & Discussion: Senate Evaluation

- **Senate packet, pages 62-66**

- The Senate Executive Committee held a Planning Summit the previous week to review the evaluation and identify strategies for implementation.

- 32% response rate (16/49)

- **Strategy:**

- Next year, complete surveys in a meeting.

- Bring laptops or Pete's chromebooks.

G. Info Items & Discussion: Senate Evaluation

- **Senate packet, pages 62-66**

- **<u>Areas of Strength:</u>**

- 100% 4. To what degree is this committee **fulfilling its purpose**.

- 100% a. This committee's purpose statement incorporates the **spirit of Strategic Initiative C**
  - (COLLABORATION: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.)

- 93.75% a. Participate in a process to **review the committee's purpose**.

- 93.75% b. **Review the Making Decisions at ECC** document during a committee meeting.

G. Info Items & Discussion: Senate Evaluation

- Senate packet, pages 62-66

- **Areas of Strength:**

- 93.75% a. Have a good understanding of the **committee's purpose and responsibilities**.

- 93.75% b. Have a good understanding of **my role on the committee**.

- 93.75% d. Received **supporting materials** in advance to review. If you haven't yet received a Senate gift card this semester, email the president and identify one of these areas of strength for the ECC Academic Senate. If you're one of the first three to respond, you'll receive a gift card for a coffee or tea.

G. Info Items & Discussion: Senate Evaluation

- **Senate packet, pages 62-66**

- **Areas for Improvement:**

- 62.5% e. Have a regular practice of communicating with the constituents whom I represent.

- 81.25% 7. Goal #2: Strengthen faculty involvement in the activities of the Academic Senate. *(Is goal "completed"?)*

- **Strategies:**

- Moved agenda to first page of packet.

- Create Canvas cohort for Senate (fall).

G. Info Items & Discussion: Senate Evaluation

- **Senate packet, pages 62-66**
- **Strategies:**
- Identify lead reporter for each division. Senior senators please serve or nominate by Wednesday, March 14th. Key bullet points shared at Division Council, posted in mailroom, etc. Counseling senators have created a google doc where they post notes for their colleagues. Industry and Technology and other areas noted that their deans have reserved time on the division council agendas for a senate report. In some cases, reports to department meetings are more effective; they can be tailored to discipline-specific interests.
- All senators: please share senate news at department meetings.
- Senators suggested adding signage to division mailboxes that identifies senators so colleagues know who to seek out if they want information, have a question or a suggestion, etc.

G. Info Items & Discussion: Senate Evaluation

- Senate packet, pages 62-66

- **Areas for Improvement:**

- 81.25% 6. Goal #1: Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510). *(Is goal "completed"?)*

- Strategies:

- Continue progress on measures:

- Review and complete revision of Faculty Handbook. In progress.

- Review and revise flex credit matrix and policies. In progress with an FDC working group.

- Review and revise surveys and reporting forms for faculty evaluation. In progress with an evaluation procedures task force.

- Maintain communication and effective collaboration with Federation. Federation will present at an upcoming meeting.

G. Info Items & Discussion: Senate Evaluation

- **Senate packet, pages 62-66**

- **Other:**

- New senators are encouraged to voice their input. We want to hear from you!

- More flexibility in agenda: By-Laws will be changed in next round of constitutional changes.

C. Officer Reports: President, Kristie Daniel-DiGregorio

Senate packet, pages 14-15

- Food Service Vendors: 4 companies invited to bid, faculty representative needed. Suggestions/comments included:

- Must we have a single vendor for campus? Or is it possible to have multiple vendors?

- Is it possible to bring back food trucks?

- Can the minimum payment be lowered for debit/credit cards from $6/transaction?

- Concerns were expressed about how food service staff treat ECC students.

- Bake sales are an important source of revenue for student organizations.

Lockdown/ Shelter-in- Place Drill

- Based on Senate input:

- **Thursday March 15, 9:40 am to 9:50 am and 7:10 pm to 7:20 pm**.

- **Resources:**

- Active Shooter Info Sheet handout @ your table

- 6-Minute Video on "Run, Hide, Fight" Strategies

- https://dps.osu.edu/active-shooter

- ECC Campus Police website:

- http://www.elcamino.edu/about/depts/police/

- Encourage students to sign up for Nixle.

- Thank you to Chief Trevis for collaborating with the Academic Senate!

C. Officer Reports

- VP, Compton College: Paul Flor. Chris Halligan reported, noting that Compton still has accreditation. ☺

- Chair, Curriculum Committee: Janet Young
  - College Curriculum Committee minutes & other useful information:
  - http://www.elcamino.edu/academics/ccc/.

- Reviewing new course management systems which include a catalog component.

- Held 1st meeting on February 27, 2018

- Reviewed and approved 29 proposals.

- Conducted a training on upcoming Title 5 Certificate Changes, described on next slide:

C. Officer Reports

| Pending Title 5 Certificate Changes		
Certificates of Achievement appear on student transcripts Certificates of Accomplishment do not appear on transcripts		
Previous Requirements	**New Requirements**	**Type of Certificate**
18 units and above	16 or more units	Must be Certificate of Achievement
12 -17	8 -15 units	**May** be a Certificate of Achievement or Accomplishment
6 to 11 units	6 to 7 units	Must be a Certificate of Accomplishment

C. Officer Reports

- VP, Educational Policies: Darcie McClelland Descalzo

- VP, Faculty Development: Stacey Allen

- Faculty are encouraged to attend the book club and the Informed and Inspired workshop series (see slides that follow). These are very useful ways to engage students and faculty and to hear first-hand perspectives from our students. It's a chance to get to know our students in an interactive setting.

Faculty Development Committee
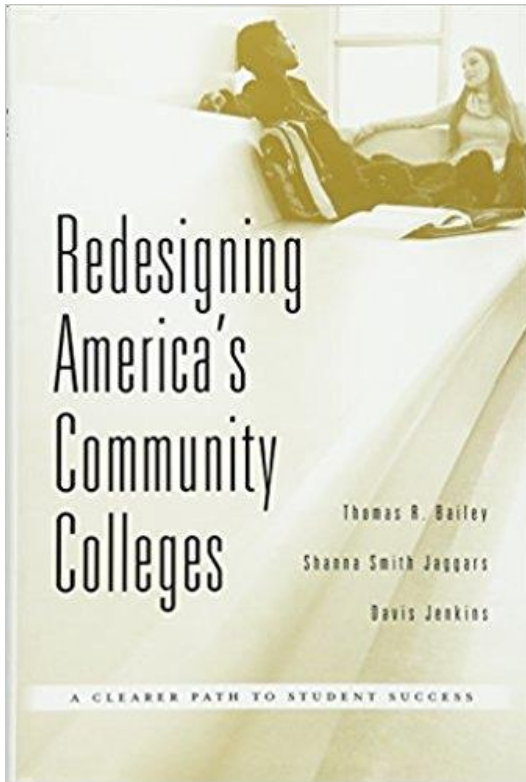
Faculty Book Club

Meeting dates:
Fridays – March 09, April 20, and May 11,
12:30 – 2:00 p.m.
Library West Basement, TLC
El Camino College

Participants will be given a book to **borrow** for the semester.
1.5 hours of flex credit per meeting (total of 4.5).
Light refreshments will be served.
Participants must come to all three of the meetings.

The book is free, the food is free, but the collaboration is priceless!

Faculty Development Committee

El Camino College
Faculty Development Committee
Presents

INFORMED & INSPIRED

Lunchtime Faculty Development Series

DIALOGUE SERIES
STUDENT EMPOWERMENT

Muslims in America

March 15th – Roundtable discussion

1:00 – 1:50 in the Library West Basement

Earn 1 hour of flex credit per session! ☺

C. Officer Reports

- VP, Finance and Special Projects: Josh Troesh
  - Planning & Budgeting Committee Minutes: http://www.elcamino.edu/administration/president/pbc/agendaminutes.aspx

- A new funding formula has been presented by Governor Brown. The college wants to take a proactive approach to the possible changes. The senate should consider unintended consequences such as grade inflation.

- VP, Academic Technology: Pete Marcoux

C. Officer Reports: VP Instructional Effectiveness

ALC/SLO Update Russell Serr

- **Assessment of Learning:**
- Assessment of Learning Committee (ALC) meets Monday March 12, 2:30-4:00 in COMM109
- Agenda items include 2018 ILO #4 "Information Literacy" assessment
- **SLO/PLO**
- Fall 2017 SLO/PLO assessments are due in TracDat.
- SLO/PLO status reports as of 2.28.18:
- SLO = 210/476 44%
- PLO=11/36 31%
- SLO Symposium – summary.
- Some colleges are still struggling to implement SLOs in a meaningful way. Our model works well.

C. Officer Reports: VP Instructional Effectiveness

ALC/SLO Update Russell Serr

- **Program Review:**

- 2017 final drafts are due.

- Program Reviews scheduled for 2018 – start now, first drafts are due at the beginning of the Fall semester

- **Accreditation:**

- **Senate packet, page 16**

- Accreditation Institute summary

- ECC Accreditation Status

- There is new leadership in the ACCJC. They are no longer climbing through the weeds to "ding" colleges. They are emphasizing continual improvement and a much more collaborative tone. Compton College presented on their experiences with the accreditation process.

D. Special Committee Reports

- ECC VP, Academic Affairs: Jean Shankweiler
  - Off-campus on school business

- ECC VP, Student Services: Ross Miyashiro
  - Off-campus on school business

- Distance Education Advisory Committee, Renee Galbavy. Presentation tabled until next meeting.

H. Future Agenda Items

- AP 7160 Professional Development; AP 5500 Standards of Student Conduct.

- Noncredit Courses

- South Bay Promise Program

- Planning and Budgeting

- Zero Cost and Low Cost Textbooks

I. Public Comment

J. Adjourn