



# Academic Senate of El Camino College 2017-18

April 3, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

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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](mailto: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.



# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

**FALL 2017:** September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).

**SPRING 2018:** February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

## **COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Thursdays 1-2 p.m., Compton College Board Room.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

**Assessment of Learning.** Chairs: Russell Serr & Jenny Simon. Spring meetings: 3/12, 4/16, 5/14, 2:30-4, Communications 109.

**Academic Program Review.** Chairs: Russell Serr & Linda Clowers. Meets fall semester only.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166/Library 202.

**Distance Education Advisory Committee.** Chair: Asma Said. D.E. Liaison to the Senate: Renee Galbavy. 4<sup>th</sup> Thurs, 1-2, DE 166.

**Educational Policies.** Chair: Darcie Descalzo. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, DE 166.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

**Board of Trustees.** Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> Mondays (exceptions: 2/26, 3/26, 9/4), 4 pm, Alondra.

**Calendar.** Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

**ECC Technology Committee.** Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Brian Fahnstock. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1<sup>st</sup> & 3<sup>rd</sup> Wed, 2-3 DE 166.

**Planning & Budgeting (PBC).** Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, Library 202.

**Process Improvement.** Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

**Student Success Advisory.** Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2<sup>nd</sup> Thurs. 1-2, COM 109.

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

# El Camino College Academic Senate 2017-2018 Goals

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*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).*

## **1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**

Measures:

- Provide leadership for the college on issues related to Senate purview,
- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and complete revision of Faculty Handbook,
- In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
- In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
- Update Minimum Qualifications and develop a consistent, fair equivalency process,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

## **2. Strengthen faculty involvement in the activities of the Academic Senate**

Measures:

- Arrange a Senate orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

## **3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**

Measures:

- Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
- Support Enrollment Management initiatives through ongoing communication and faculty involvement.

## ECC (El Camino College) Acronyms

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

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

## ACADEMIC SENATE ATTENDANCE

### 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
- Josh Troesh

### Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

### Fine Arts

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

### Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

### Humanities

- Rose Ann Cerofeci
- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao

### Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

### Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

### Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- 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.

- Bryant Odega

### Compton College

- Paul Flor
- Chris Halligan

### ECC Federation

- Carolee Vakil-Jessop

### Curriculum Chair

- Janet Young

### Dean's Reps.; Guests/Other Officers:

- Amy Grant
- Carolyn Pineda
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## ACADEMIC SENATE MINUTES

March 20, 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 third Academic Senate meeting of the spring 2018 semester to order on March 20, 2018 at 12:31 p.m.

### **B. APPROVAL OF MINUTES**

See pgs. 6-14 of the packet for minutes from the March 6<sup>th</sup>, 2018 meeting. P. Marcoux moved, C. Striepe seconded, and there was unanimous approval of minutes.

KDD: This brings us to our division personnel. We are always so grateful for our deans to add one more meeting to their calendar to come and join the senate. We want to keep our lines of communication open and flowing between us and our administrative leaders. Dr. Amy Grant has a lovely radio voice that she uses for our Council of Deans. I don't know if she can sustain that for a whole introduction, you just have to trust me. She has an awesome voice when she gives us our PBC updates. Join me in welcoming Amy to the stage. Amy Grant: Hi everyone, I am Amy Grant, the Dean of Natural Sciences. I was Chemistry faculty for 16 years, and now I have been the Dean for about 3 years. That was my regular voice!

### **C. OFFICER REPORTS**

KDD: The President's Report will come at the end of our Officer Reports today!

#### **b. VP – Compton Education Center – Paul Flor**

No report.

#### **c. Chair - Curriculum – Janet Young**

We reviewed 16 proposals at our 2<sup>nd</sup> meeting. We have been working hard at researching new curriculum and catalog management software systems. We have got it down to 3; CourseLeaf, CurricUNET Meta, and DigArc. DigArc is the preferred system. They have made a presentation to the campus, and they are going to make another the beginning of April. The Curriculum Committee will be invited, so there will be a representative from every division. If they can't come for some reason, we are going to see if they want to send a representative, maybe someone from the senate. Details are to follow. It is promising software because it integrated curriculum with the catalogue at the push of a button. Now our catalog is a word document. P. Marcoux: Does DigArc talk to CurricUNET? J. Young: I spoke with another Community College, and DigArc extracted (there is a better word), the data. You send them your catalog, and they set it up, right Jean? J. Shankweiler: You are talking to salesmen. J. Young: We have seen samples. P. Marcoux: Is there a price difference? J. Shankweiler: The initial fees are pretty high. It is more than we are paying for CurricUNET. KDD: More details to follow. Thank you, Janet.

#### **d. VP – Educational Policies – Darcie Descalzo McClelland**

D. Descalzo McClelland: In Ed Policies, we are working through some of the questions that were raised at the last senate meeting. It is 4226, the overlapping enrollment. There are a lot of questions about exceptions, and that is really complicated so we are considering it but we aren't sure yet. We are bringing back the Code of Ethics with a corresponding AP. We will bring them back together, so hopefully that will clarify a lot of the questions that we had the last time. At our next meeting, we will be bringing back AP 7211, faculty service areas. We looked at that back in the fall and it went through College Council, it got a few additional revisions, and it is back at Ed Policies. We are wading through those changes to make sure everything is OK. We should be through those at our next meeting on Tuesday, so I should be able to bring it back to the next senate meeting. KDD: That is a great recap, there is a lot happening with Ed Policies.

#### **e. VP – Faculty Development – Stacey Allen**

Hello everybody. We met last week on the 13<sup>th</sup>, and one of the items we discussed was our ongoing series, “Informed & Inspired”. Last month our theme was “Muslims in America”. We are partnering for the whole semester with the Student Equity Advisory Council. We are going to start planning next month, and the theme is “Women of Color”. The Advisory Council advised that we have one session next month rather than two. So our next session will be April 19<sup>th</sup>. I will have more information at our next senate meeting. Of course we will have the Student Empowerment Dialogue on Tuesday, April 3<sup>rd</sup>. Then the faculty session will be on April 19<sup>th</sup>. KDD: Thank you for all your work on that.

#### **f. VP – Finance – Josh Troesh (pgs. 17-18)**

I mentioned this last week. President Maloney and Vice President Fahnestock presented on the Chancellors new budget formula and how much community colleges are going to get in the future. I will summarize the presentation with this. We have no idea, there are still many uncertainties. Governor Brown and the Chancellor’s Office have different proposals. We are planning on having VP Fahnestock come in and give us a presentation so we can see how this will impact curriculum and grading policies and how we would respond. There will be a lot of potential impacts with the budget and what we do with this new formula. When we get more details, it actually becomes more confusing. Now we are just waiting. KDD: Thank you for reaching out to VP Fahnestock. It will be great to have him come in and give us an overview. Thanks, Josh.

#### **g. VP – Academic Technology – Pete Marcoux**

We have a College Technology Committee meeting after this one today. We are kind of going through an identity crisis. Right now, our meetings are just report outs, which can be more effectively handled than an email. Going through accreditation will help us determine how we can better utilize these committees. If anyone has any ideas how other schools handle their technology committees, I would love to hear about it. KDD: Is the identity crisis the CTC or the ATC? P. Marcoux: More the Academic Technology Committee. We are still trying to figure out how we can use our time effectively. KDD: That certainly fits under accreditation. P. Marcoux: Yes, and technology has actually changed how we do bureaucracy. I have a question for Dr. Shankweiler. When are we going to get these clocks on campus fixed? (Lots of laughter.) It is kind of a technology question. I am always checking my phone and that doesn’t send a very good message to the students. Dr. Shankweiler: I was told and this was before Brian came, it is not on the list of priorities. P. Marcoux: It should be, because it effects the classroom. Dr. Shankweiler: They get fixed and a month later they are broken again. There were suggestions from a variety of senators, everything from: get rid of them, hang shower caps off them, put smiley faces on them. KDD: I don’t want us to get off track, but what is the proper forum for this particular piece of feedback? I am happy to pass it on. Dr. Shankweiler: This is a Facilities Steering Committee issue, but they are dealing with buildings and more than this. P. Marcoux: Do they know how it impacts us? We should probably let them know. Dr. Shankweiler: At our Council of Deans we have been having a facilities report, so I think that is where we should put it. KDD: Great point. Jean has done a great job of bringing them into the loop so that we know what they are doing and that they understand what the issues are.

#### **h. VP – Instructional Effectiveness/ALC & SLO’s Update – R. Serr (pgs. 19-30)**

KDD: Russ isn’t here yet, but we have a few people in the room that can help us with Russ’s report on accreditation. Claudia and Jean can both talk about accreditation and the process. On page 30 of your packet, there is a timeline if you would like to follow along. C. Striepe: We have established a timeline and the committees have largely been set. We do anticipate some changes in membership as things progress, especially when we get students involved. The teams have started to meet. We are using the Office 365 Teams Site as a sort of “Shared Drive”. All the teams have their areas within the site. A big thank you to everyone who is involved with helping out with the process. Jean just came back from a team visit and she is putting up areas that we want to look at and she seems happy with what she sees about being on target. Dr. Shankweiler: We are doing well with our schedule. Fall of 2017, we selected the co-chairs. The steering committee is the chairs of each of the sub-standards 1-4. So we have a faculty member and a manager for each of the sub-standards. During fall semester, they built their teams. We are fully staffed up there. We got training on the document management system from Irene and Claudio. We have 14 people who went to the Academic Senate Accreditation Institute. We actually got a shout-out and President Maloney went too. Irene has built a template this week for us to collect our evidence. I set Claudia up to be the “Nag Master” for the Standards Chairs. P. Marcoux: Is that now her



official title? Dr. Shankweiler: I need to know when all the teams are meeting to collect their data. Rory and Claudia are going to be visiting those teams to see how they are doing on their collection of evidence. I went to Feather River College last year. Talk about 180 degrees! They have about 600 students on their campus, most of them are athletes or equine management or rodeo. The rodeo is on one side of the campus, with all the horses and equine management on the other end of the campus. It is a huge campus, they have dorms. They have about 600 FTES of correspondence education with prisons. They can't have Distance Ed, because the prisoners can't have online access. It is truly correspondence. They have worked to make sure that the students have regular and effective contact with the instructors. It is serving a population. It is absolutely beautiful. The town of Quincy is so small, we couldn't fit in one hotel. I learned a lot of things, and one of the things I learned is that the team members go in there and they dig down and look at every little part of every sub-standard. The instructions ask, "Do you do this, do you do this, do you do this?" Irene's template addresses each one of those issues. I feel like we are making progress. C. Striepe: I am going to add the frosting to what Jean said. The ASCCC and the ACCJC people seem to be much more penitent. They seem kinder and gentler and they want to give information. They are hoping the reports are shorter than they have been in the past. P. Marcoux: Is there going to be more training for 365? Dr. Shankweiler: I will leave that up to the standards chairs. KDD: Thank you to those who are serving. It is a great chance to sit in a room with other campus leaders who you don't usually get a chance to work with.

R. Serr: Our last SLO Assessment completion rate was not very good, but we have made a lot of progress. We are up to 81%, our goal is still 100%. If anyone still has assessments due, they were due *yesterday*. For some of the PLO's some people use their SLO's to meet their PLO's, so those are a little further behind. The ALC minutes are in the packet.

#### **a. President – Kristie Daniel-DiGregorio (pgs. 15-16)**

We had a lot of things happening over winter and on campus and I haven't been able to update you on all of these. I put some of this information into your packet and I'll try to hit some of the highlights.

There is information about the statewide senate events. I have mentioned both the Plenary and the Equity & Diversity Action Committee Regionals. Thanks to Jean for forwarding on some reminders about some upcoming things. You can always go to the statewide senate website ([www.asccc.org](http://www.asccc.org)), it is well organized and user friendly. If you are interested in any of these topics, I encourage you to drill down a little more.

- Equity & Diversity Action Committee Regionals: April 6<sup>th</sup> (Woodland College) and April 7<sup>th</sup> (Southwestern College)
- Guided Pathways Regionals: May 11<sup>th</sup> (North) and May 12<sup>th</sup> (South)
- Curriculum Regionals focused on AB 705: May 18<sup>th</sup> (San Jose City College) and May 19<sup>th</sup> (South)
- Career and Noncredit Education Institute at the Westin South Coast Plaza on May 3<sup>rd</sup> – 5<sup>th</sup>.

With our food service vendors, I forwarded the comments from the last meeting to Brian Fahnestock. He agrees with the concerns, and he appreciated the feedback. He was already on the same page. He will join us at our April 3<sup>rd</sup> senate meeting. He will come and give us a bit of an update and then give us a chance to provide some input. Obviously, this isn't Academic Senate purview, it doesn't follow the 10+1, but clearly it is to the advantage of the college for us to have buy-in from our constituents. Brian is very amenable to input.

I have mentioned before the Evaluation Procedures Task Force. That group is continuing to make progress. We are looking at the evaluation forms. As you know, there is some crazy stuff on there that doesn't make sense, but we are trying to make it more user-friendly. We want to tie it in more effectively with the job descriptions that are in the contract. We have a committee that is working very hard, and meeting every week trying to make progress. We had to get our arms around all the many different forms that there are on campus for; classroom faculty, for librarians, counselors, for classified, for full-time, part-time. That is why our processes and forms don't make sense. It is very complex, and I'm biased, but I think we are making good progress. The revisions will go through consultation. I wanted to keep you updated on the work going on behind the scenes.

Our senior senators please nominate a reporter from your division. We talked about this last time. Thanks to Behavioral & Social Sciences and John Baranski for agreeing to be the reporter. Have a look at page 2 in your packet, and you'll see

under Behavioral & Social Sciences, John Baranski has not been trademarked. We are not trademarking him, we are noting that he is the reporter. You'll notice at the very bottom of the page that senior senators (it is not referring to age, it is referring to experience), are denoted with an asterisk. Reporters are being denoted with an "R". Senior senators, just let me know if you are happy to be the reporter, fantastic. If you want to nominate or coerce someone else from your division to do it, that is great as well. We think this will be a great way for us to keep the communication open and keep folks informed of the great work that the senate is doing.

Just some general comments that I would like to make. I have tremendous respect and appreciation for the senate. Our last meeting illustrated just how productive and effective it is to have different perspectives at the table. Certainly in our discussion there were perspectives that hadn't been considered previously. I appreciate the senate as a body, but I also appreciate you as individuals and I appreciate the unique contributions that each of you make. I also have some comments, and I'm not singling any particular person out. All of us are responsible for the tone of the senate and the tone of our conversations. I have comments, not about the content of our discussion, I thought it was very helpful. And I hope people felt that, they were getting feedback that it was helpful because we are going to use that information and get back to you. You heard some of that from Darcie. When matters come to this body, there is a tremendous amount of work, time and effort, not just for the person bringing it forward, but also on our campus. A lot of effort goes into serving the college and moving us forward. I'm not suggesting that that effort means we should approve something wholesale or in part just because someone has put a lot of work into it. I would hope that is sufficient to be very intentional about conveying to those people who are bringing things forward that even if we don't agree with what they are bringing forward, we do respect the time and effort and their service to the college. You don't have to agree with me, respect is a very subjective construct. I do think even if you don't agree with me on that particular point, I think you will agree that a consultative, collaborative, respectful environment is more productive. As things become heated, our process becomes less productive because it tends to shut down venues of people making contributions. Then we only hear from a certain segment of our group. What are some of the ways we can stay focused on moving things forward? Not in a way that shortcuts consultation and people making contributions. I look to our resources, our El Camino Academic Senate Handbook. It talks about our purpose and our primary purpose is the full participation of faculty on issues related to academic and professional matters. Our purpose is also to support strategic initiative C, collaboration. This emphasizes respect, our constitution again talks about facilitating communication. The making decisions document is for collegial consultation committees. We need to function under the auspices of what we have agreed as a college is how we will make decisions. You can see some of the themes here, that people can express their views without insult. We can approach things with an open mind. Keep an open mind respecting different opinions, striving for consensus, and supporting the final outcome. This is just some food for thought. Some questions that I would encourage to you to consider as we are discussing contentious issues. Am I allowing for the fact that other people may not agree with me? I would invite all of us to think about that. Am I not only identifying problems but also offering to be part of the solution? Is what I'm going to say going to further our conversation and progress or might it silence and short-circuit discussion? Every leader has their own and style and approach and expectations and goals. I am humbled by your trust in me and allowing me to serve as your president. My goal in that role is for the senate to continue to be a positive, vibrant, engaged contributor to our campus. And I think it absolutely is. I want to thank each of you for the way that you contribute to that. Thanks for hearing me out!

## **D. SPECIAL COMMITTEE REPORTS**

### **Dr. Jean Shankweiler - VP of Academic Affairs**

KDD: That brings us to one of our colleagues who has been promoted to Grandma. (LOTS of laughter at this point) You said I could do this, I don't know if you remember. Isn't she adorable? Grandma Jean: Sophie Grey was born on Valentine's Day, so she is 1 month old. KDD: Get out your phone and show us some pictures!

Dr. Shankweiler: There is so much to talk about. At cabinet last week, the VP's have decided to start having Town Hall meetings. The Administrators will have a chance to present to the whole campus community the projects that they are working on. We are going to try having one the middle of April, I believe April 19<sup>th</sup>. We are going to do it during the College Hour, not during the senate. It is open to the campus, you are going to get an email telling you when they are being held. We are each going to take 15 minutes and talk about what we are working on. Like what I do in my report here. This will be a great opportunity to find out what all of us are doing. We are going to take turns and it is a step forward in our communication. Brian has been doing it in his area, since he got here.

You are going to hear about Guided Pathways. Annual Planning is coming up. To make it more clear, I am going to try something with my deans and they don't know it yet. We usually vote and prioritize, but I am going to provide some criteria for us to use in our voting this year. I think that will make it a little more objective. I'm not sure if we are going to meet tomorrow, because I am the only VP who has been through the planning process. It will be a little weird, so I'm not sure how it is going to come out at the end of the year. Unfortunately for last year's planning process, all the VP's who were involved are gone. Even Josie Cheung, who was making the account assignments, and Janice Ely would put the money in them and they are gone also. We are having a little trouble finishing up from last year. We are moving on, and I think we'll have a more refined planning process for next year's information.

Kristie talked about all the Evaluation forms, and there are a lot of forms. HR has initiated the purchase of a program called Formstack, which allows different kinds of forms to be submitted online. We tested one yesterday in the Math division for special assignments for faculty. Instead of writing a memo, or filling out a board item, you will do it online and it goes through an approval tree. You won't have to walk things from office to office. That will be a major improvement. We can use it for work orders, and that will be a major improvement. Once HR implements it, we can use it across campus. We will be able to use it evaluation forms, work orders, and everything. It will be much easier!

A Code Alignment Project. LaVonne in the Curriculum office and Janet have been helping me with Code Alignment. Every time we make a course, it gets a code from the Chancellor's Office. That's why you have to wait a long time before being able to offer it. You need the code, then we can put it in the catalog, then we can offer it. Programs need codes. If it is a CTE program, it needs several different codes. All those codes provide information for MIS Data. That data informs the degrees and certificates that our students get. When the codes don't match, then we don't get credit for what our students have done. There are issues with lots of colleges, not only ours. This is the Chancellor's Office and the state-wide academic senate working at the campuses to help clean up our codes. LaVonne and Janet have been working to get them here. We have workbooks for 5 programs, the faculty members have to be on campus to meet with the senate to go over the codes to make sure they are right. Once they help us do it the first time, then I will have LaVonne, in all her free time, once we get the catalog online, work with each division and clean up our codes. We need to get the correct data in there. That is another initiative we are working on.

There is training coming through. If you are on a hiring committee, you have to do implicit bias training. It is a 15-minute online training so that you can be on the committee. We are also looking at ADA compliance training. We have has issues where students aren't necessarily getting the accommodations they need. There is misunderstanding or miscommunication, so we are working on refining that process. We have had a few complaints at the Office of Civil Rights "OCR". We need to improve.

AB 705. Math & English know what I am talking about. Lars can say it better than I can. It is the requirement that students complete.... Lars: I would say the College has the obligation to maximize the probability that entering students will complete transfer-level Math and English within 1 year. Dr. Shankweiler: If they come in at Math 12, which is arithmetic, they should finish transfer level Math within 1 year. It is a challenge! That is a lot of work for English and Math because it affects everyone. I think that is enough for today!

### **Ross Miyashiro – VP of Student Services**

Not able to attend.

### **Renee Galbavy – Distance Education Advisory Committee (pgs. 31-34)**

There are notes from a meeting on February 22 in your packet. I thought you might be interested in seeing the total sections that the campus is utilizing for Canvas. We are doing a good job of getting people trained and onto Canvas. We are officially done with Etudes this summer. This is the last semester we are using Etudes. The integration tool, last I heard, will be up and running by the end of this semester. Canvas training, we are currently coming up with several systematic training modes for how training will take place. DEAC is formulating that right now. We will be bringing that to the senate sometime in the next couple of months. We are going to talk about that at the next DEAC training, then we will come and present to you.

The application to join the Online Education Initiative Consortium was submitted a few weeks ago by Chris Gold. We should hear by mid-April whether the Consortium will accept us or not. There were a few areas on the application that we weren't compliant with what they were looking for. We are hopeful that they will still accept us. One of the cool things about it, when we join the consortium, we will get free access to Ally. That is a Canvas accessibility tool. On page 33-34, it gives you an overview of that tool and how it integrates with Canvas. If you upload something, it does provide feedback and guidance. It will also make suggestions for ways to make your class more accessible. We will talk more about that later on. Thank you

## **E. UNFINISHED BUSINESS**

### **Guided Pathways Work Plan: 2<sup>nd</sup> Reading – Jean Shankweiler (pgs. 35-60)**

For Guided Pathways, we had three things to do to get our funding, \$1.7 million. We had to go to training, fill out a self-assessment, (which was column 1 of the worksheet), then we have to finish this work plan of what actions we are going to take for the next 18 months. Spring 18, Fall 18, Spring 19. All this needed to be submitted online to the Chancellor's Office. They sent us a template that needs to be filled out. A lot of the template is drop-down menus. There were 14 elements for a self-assessment. Those 14 elements we had to look at in our self-assessment. Where we are in terms of cross functional inquiry. Areas such as student services, ITS, faculty members, everyone working together to implement Guided Pathways. We were at early adoption, which is the 3<sup>rd</sup> section. Then in the plan, that we have to submit, we have to talk about what we are going to do to move ourselves from early adoption to the next place, which is scaling in progress. Then the last will be full adoption. We only have to put in what we are going to do for the next year and a half. Of the 14 elements, we may not do all of them, because that is quite a bit. Then we have to say what we are already doing and what we expect the outcomes to be. Some of the 14 elements that we had to address are; Sharing metrics, integrated planning, inclusive decision-making, alignments with K-12, career exploration, basic skills, clear program requirements, proactive and integrated student supports, integrated technology, strategic professional development, learning outcomes. We had to address each one of those. Kristie gave you a link to the plan. She printed it and then I worked on it over the weekend. I clarified some of the language. I tried to simplify what we are doing for some of the key elements. For element 1, we developed focus teams to go and visit the departments. We are going to develop talking points for those visits. There was a questionnaire for goals for students. In spring and fall, we are going to incorporate the Guided Pathways framework into the Strategic Planning framework. This shows you what the work plan is trying to do. That is one part of the work plan, the actual timeline.

The next part of it is the budgeting. We had a long discussion about budgeting in the last Guided Pathways meeting. Of the \$1.7 million, we get 25% this first round, so that is \$524,000. I had to make an adjustment here, because the cost of curriculum and the catalog is \$150,000. We thought maybe we would need a faculty coordinators, special assignment. We need to do summits, professional development, conferences and workshops. EAB is a service that provides research for us. Supplies and equipment may be needed. When we put it into NOVA, it will populate the \$ amount. KDD: When I looked at the work plan, I wondered about the Meta-majors. Dr. Shankweiler: We get to decide if we want to do it. Meta-majors is the big buzz word. It means we have broad categories. A student may be a STEM major the first year, then where do they go? In the document is every time it says Meta major, I put a slash and put in project mapping. We have to decide that. KDD: By endorsing this today, we haven't decided yet, correct? Dr. Shankweiler: The focus teams will decide how and what we implement. Pete: Are we voting on this today? We need a motion. KDD: Can I have a motion to approve the Guided Pathways work plan? S. Di Fiori motioned and Sean Donnell seconded. A. Ahmadpour: What % of campus needs to get involved in this project? Dr. Shankweiler: I would expect every faculty member to get involved. C. Wells: We are going to have meetings for each department level. Dr. Shankweiler: When the focus teams come to visit, they will be developing work groups. A. Ahmadpour: Is this a part of our regular responsibility? Are we getting paid? Dr. Shankweiler: If you are a facilitator, then yes, there is some money in there. R. Diaz: How will this impact counseling? Dr. Shankweiler: We are going to have to look at the funding. The appointment scheduler is different from the college scheduler, which was approved at the February BOT meeting. KDD: That is in the Presidents report. On average, it increases student enrollment by 1.4 units because we make it easier to have them sign up for more classes. My son uses this a Berkley, he is very techno. He loves it and has very high standards. I think it is an exciting change. R. McMillin: How will that affect the priority registration? Dr. Shankweiler: It doesn't have anything to do with priority registration. A. Brochet: It knows which sections are open. KDD: All were in favor of endorsing the Guided Pathways work plan, it is officially endorsed.

## **F. NEW BUSINESS**

None

## **G. INFORMATION ITEMS –DISCUSSION**

### **Active Shooter Drill Debrief – Chief Michael Trevis**

KDD: Chief Trevis had to go to court today. Please watch for a survey asking for input about the Active Shooter drill.

### **Payroll Deductions – Jane Miyashiro & Maria Smith, Human Resources**

J. Miyashiro: Maria was supposed to be here to talk about payroll issues. She isn't, but I will do the best that I can. I want to tell you about two different things. As you know, we had several faculty members retire recently this fiscal year. It turned out when they retired, because our faculty are on the 10-month pay schedule, STRS looked at their service credit. Because in January there was no contracted service, they thought there was no continuation of service, so it messed up their service credit. What that required was a manual override, and it was difficult to do, but it was done. All the faculty members who retired, we corrected it. The way we found out about it, was they were Mathematicians, they figured out that their payment was about \$10 lower than it should have been. That is \$10 over the lifetime of your retirement. It may sound small, but it isn't. The only way for us to correct that, is to take the 10-month salary, but stretch it out to 12 months. That way, we won't run into this problem with a missed service credit month. We want to start doing this July 1. All your benefit deductions will be a little bit less because it will be stretched out over 12 months. If you are going to do a 403b contributions, please let American Fidelity know. We will contact them. Dr. Shankweiler: I want to point out that it saves us every time we change the calendar, we would have to change to schedule too. So we won't have to keep doing that. S. Donnell: Part of my understanding about our crazy pay schedule is we have 5 months on and 1 month off. We could not get paid for a month in which we had no days of service. J. Miyashiro: Your contracted hours will still be the same, but your pay will get stretched out. P. Marcoux: Starting July 1<sup>st</sup>, all faculty will get paid for 12 months. J. Miyashiro: I am not well versed on the technical payroll side of this. If you work an intersession, you will get an additional check. I will have Maria get back to you. We will give you more details later when we get closer to July.

Very quickly, I want to give you a quick update. Last time I was here, I told you we were working on HR coursework proposals for salary advancement. Currently, people send me all sorts of forms, there is no consistency. Now there will be an online form that you can fill out on the ECC website. You just click on it and fill it out. It will make it easier for us to approve it as well. A few people have sent one through. It seems to be working fine. Make sure you do the course proposal first. Otherwise, if it's not approved, then you have taken a course and it doesn't apply for the salary advancement.

There was a questions concerning 12 checks per year, overload pay, summer school pay and taxes. Maria Smith: You will get two paychecks just like you do now. Summer pay is on a different cycle. It will be two different checks. They won't be taxed together. I will ask payroll about intersession, I don't know if it would be different. I will get an answer from payroll. KDD: Is it possible to have a follow-up workshop? We need this for all faculty, not just the senate. This is nice to talk it though with people. J. Miyashiro: I will send an email blast first to all faculty.

Dr. Shankweiler: Encourage everyone to take that 12 month salary back to their division.

## **H. FUTURE AGENDA ITEMS**

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; BP/AP 4226 Multiple and Overlapping Enrollments; 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**

Ahmadpour: We had a walkout with some of our students. We had about 300 plus people. We went to other classes, it lasted 17 minutes. The students were very excited. Some of them were interviewing other students and it was interesting. I thought the class bonded and had stronger interaction with each other. KDD: Thank you for your leadership and giving the students a chance to lead. A. Ahmadpour: I heard the president encouraged people to get involved. KDD: How many of you did something in your classrooms? A few of us. Thank you everyone, adjourned!

#### **J. ADJOURN**

The meeting adjourned at 1:48 pm  
TG/ECC Spring 2018



## Academic Senate of El Camino College 2017-18

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schaurman Library, Room 273

### President's Report

There's a lot happening on our campus and with the Senate this semester. Given the number of important business that comes before the Senate, there isn't always time to share news and updates in our meetings. Please see below for information which may be of interest.

#### El Camino College:

- Congratulations to ECC Foundation Executive Director Andrea Sala who is receiving the 2018 Community Catalyst Award at the Torrance Chamber of Commerce.
  
- Events and Deadlines:
- ECC PRIDE: Application deadline April 16<sup>th</sup>.
- Town Hall: Thursday, April 19<sup>th</sup>, East Dining Room, 1-2 pm.
- South Bay Promise Signing Ceremony: Friday, May 11<sup>th</sup>, East Dining Room, 12-2:30
- Academic Achievement Award and Presidential Scholar Ceremony/Reception: Tuesday, May 15<sup>th</sup>, East Dining Room, 5-7 pm
- Career Fair: Thursday, May 17<sup>th</sup>, Library Lawn, 10 am – 1 pm
  
- College Council: Working on intensive effort to catch up on legally required BPs/APs.
  - Next all-day summit is Friday, April 6<sup>th</sup>.
  - All College Council Minutes are available @:
  - <http://www.elcamino.edu/administration/campus-committees/college-council/minutes.aspx>
  
- Bridging Study: On March 29<sup>th</sup>, ECC's Strategic Planning Committee learned about some trends emerging in the survey of the community, which is approximately 89% complete.
- Despite concerns that Santa Monica is better known for transfer, 40% of respondents associate ECC with transfer, compared to 25% associating SMC with transfer.
- Themes in the comments describing ECC included: accessible, affordable, learning, diverse, transfer, and welcoming.
- When asked whether they would promote ECC, 50% indicated 8, 9, or 10 on a 10-point scale that they would promote ECC. The goal is for the college to develop some tighter messaging that is repeated.
- In the past, 5-7 times was sufficient for consumers to absorb a message; given the amount of information consumers are exposed to, it's now 12-15 times.
- The goal for the project is to determine what sets us apart from other colleges so we can promote our salient qualities.

### Academic Senate for California Community Colleges

- Equity and Diversity Action Committee (EDAC) Regional Meeting South
  - <https://www.asccc.org/events/2018-04-07-160000/equity-and-diversity-action-committee-edac-regional-meeting-south>
  - When: Saturday, April 7, 2018  
Where: [Southwestern College](#) | 900 Otay Lakes Rd, Chula Vista, CA 91910
  - Deadline to Register: Monday, April 2, 2018 - 5:00pm
- ASCCC Spring Plenary
  - <https://www.asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0>
  - Visit site for listing of resolutions; provide input to [kdaniel@elcamino.edu](mailto:kdaniel@elcamino.edu) by April 6<sup>th</sup>.

3.29.18



**El Camino College**  
**College Council**  
**Minutes Monday, February 26, 2018**  
**1:30 – 2:30 p.m.**  
**Library 202**

**College Council Purpose Statement:**

To facilitate communication and serve as a forum to exchange information that affects the college community.

**Strategic Initiative C - Collaboration:**

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

**Members Present**

Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Jeffries, Rose Mahowald, Dena Maloney, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Erika Solorzano, Jean Shankweiler, Debbie Turano, David McPatchell

1. Approval of Minutes from February 5, 2018

a. Minutes are approved

- i. Chris Jeffries noted that she was present at the February 5<sup>th</sup> meeting – minutes were corrected
- ii. Sidenote: Overview of Marketing efforts:

- 1. Jean suggests banners on the green construction fencing, when they are installed, could be utilized as communication tools.  
Ann announces that banners will be hung in the walkway celebrating ECC athletes and other accomplishments that tell the El Camino story. This will be done in time for graduation.

2. Board Agenda Review

- a. There are no questions or comments regarding the Consent items
- b. Action Items –AS

- i. Brian provided an overview of the two resolutions on the Board agenda – the first resolution is regarding Solar Energy
  - 1. Debbie advised the Council that in her previous conversations with the Director of Facilities about solar energy for the campus, the cleaning of the solar panels was an issue. Brian indicates cleaning them is simple. There are companies you can hire to do that. He adds that he has not heard of an institution that has regretted installing solar panels because of having to clean the panels.
  - 2. Dr. Maloney is very excited about alternate energy and sustainability
- ii. The second resolution is regarding campus food services. The buildings housing the kitchens for the current Campus Food Services will eventually be demolished. The food service resolution will allow the ability to find alternate food offerings on campus during construction without going through a complicated, lengthy bid process. Brian explains that historically food service has been viewed as an investment. ECC has limited investment opportunity for food service investors/restaurants because of geography, limited hours of operation and limited population. Hopefully innovative companies will provide a lot of new and alternative options (i.e. food trucks) for the campus. The current company is invited to present options.
- iii. Ross provided an overview of Civitas Course Scheduler product. This product allows a student to enter the times/days he or she is NOT available for classes. It then uses the student's educational plan to create a variety of course schedules that meet the student's scheduling availability. Civitas Integrates with Colleague, increases enrollment, checks pre-requisites as long as they are in our

system. Training is negligible. A YouTube training video is available. It literally takes 5 minutes. Civitas is VERY intuitive!

- iv. Administrative building update provided by Brian. The added bonus is that the dirt from the Construction Technology program site is being used for the Administration building.
- v. Ground breaking for the Administrative building will be scheduled for April. Pool Classroom building ground breaking will be scheduled for May.
- vi. Parking Lot C is completed except for traffic control elements and speed bumps. FYI: Parking structure already has solar infrastructure as approved by DSA.
- vii. HR action items overview by Jane – AFT and TB testing, POA change of language.
- viii. Dr. Maloney added that she is recommending the Board discuss the Governor’s budget proposal at a future Board meeting.

3. Update: ACCT Conference, Washington D.C. and Legislator meetings

- a. Dr. Maloney and members of the Board of Trustee met with Legislators in Washington D.C. in addition to attending the ACCT Legislative Conference. A hot topic of discussion was the reauthorization of the Higher Education Act. This proposed legislation has some troubling aspects to it. It provides an opportunity for for-profit schools to serve students, without some of the regulatory safeguards under the current legislation. It also includes institutional risk sharing for financial aid students who do not graduate or complete certifications. The burden on the institution is obvious. The Act also eliminates special educational opportunity (SEOG) grants. ECC has 1,700 students receiving SEOG funding. The delegation from ECC met with committee staff (both majority and minority party) of the House and Senate side.
- b. Meetings were held with Congresswoman Maxine Waters, Senator Diane Feinstein’s representative, Senator Kamela Harris’ representative, as well as Congresswoman Virginia Fox.
- c. The delegation met with Congressman Ted Lieu’s representative. Congressman Lieu has authored legislation regarding cyber security. We have sent follow up information regarding our new cyber security program. This is a good relationship to foster.
- d. Overall it was a positive set of meetings.
- e. Chief Serna, Chief of the Torrance Fire Department, flew out to D.C. to promote the South Bay Public Safety Training in the legislators’ meetings.

4. Update: Campus Climate

Irene Graff

(10 minutes)

- a. Revisions to the previous survey were discussed
- b. Dr. Maloney reiterates the data should be actionable and used to improve the ECC campus climate
- c. Brian inquired as to how long it takes to complete the survey. 20 minutes for students, 15 minutes for employees. Selected class sections will be surveyed. Irene and her team are thinking of incentives to encourage a higher participation rate. The pilot program is primed to go out in March. The full launch is scheduled later this spring. The data will be analyzed this summer and a report will be released to the campus community in Fall 2018

5. Other

All

(5 minutes)

- a. Policy day NEXT FRIDAY – Add Carolee Jessup-Vakil, Irene Graff and Ann O’Brien to the list of participants. Policies will be sent out later this week, with League Templates, marked versions and the current version of the BP/APs. Groups will be formed on the day of review.

6. Adjournment

Future meeting dates and topics:

Monday, March 5	Draft of Guided Pathways Design Team Plan (Caesar Jimenez, Chris Wells?)
Monday, March 26	Board Review Marketing Plan (Ann O'Brien)
Monday, April 2	Process Improvement Update (Ross)
Monday, April 16	Board Review
Monday, May 7	Enrollment Management Plan IEPI Outcomes Report
Monday, May 21	Board Review Compton Transition Plan Update
Monday, June 4	Branding Study Report 2018-19 Tentative Budget
Monday, June 18	Board Review

**SPECIAL MEETINGS**

Friday, March 9	Board Policy Day (8:00 am – 4:00 pm)
Friday, April 6	Board Policy Day (10:00 am – 4:00 pm)
Friday, April 13	Board Policy Day (10:00 am – 4:00 pm)

**2017/18 College Council Goals**

- 1) *Conduct an annual evaluation of college-wide progress on Strategic Initiative C.*
- 2) *Implement the timeline for the development and completion of legally-required policies.*
- 3) *Participate in regular updates regarding El Camino College and Compton College transition planning.*
- 4) *Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College.*
- 5) *Review and share data received as part of the community and college perceptions study which will inform the development of the next Strategic Plan.*
- 6) *Review and endorse college-wide plans such as the Guided Pathways Plan, the Integration Plan for BSI/SSSP/SEP, Enrollment Management Plan, and other plans.*

## CALIFORNIA COMMUNITY COLLEGES

## CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400

SACRAMENTO, CA 95811-6549

(916) 322-4005

<http://www.cccco.edu>

DATE: March 22, 2018

TO: AB 705 Implementation Advisory Committee

FROM: Laura Hope  
Executive Vice Chancellor, Educational Services and Support

SUBJECT: ASSEMBLY BILL 705 INITIAL GUIDANCE LANGUAGE

In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on the bill's intent and steps that colleges can take to begin to move toward compliance. The Chancellor's Office intends to incorporate these recommendations into a regulations package for consideration by the Board of Governors at a future date. To that end, colleges are strongly encouraged to begin the following:

- Planning for substantial increases in transfer-level offerings to accommodate many more students in transfer-level English and mathematics
- Developing and/or increasing support systems to accelerate skills development of increasing numbers of students who will be placed into transfer-level English and mathematics
- Discussing pedagogical implications resulting from these changes
- Activating the existing function in CCCApply to allow students to self-report their high school performance data

The Chancellor's Office has been working with the AB 705 Implementation Advisory Committee and the Multiple Measures Assessment Project (MMAP) research team to help interpret the standards of the bill and provide guidance to the field. Fundamentally, the bill mandates the use of high school performance data for assessment and placement, citing the predictive validity of that preparation for course success. Further, the bill notes that colleges must "maximize the probability that students will enter and complete transfer-level English and mathematics coursework in one year and that a student enrolled in ESL will enter and complete degree and transfer requirements in English within 3 years." The Chancellor's Office intends to propose regulations to the Board of Governors that would define the one-year time frame as two primary terms or three quarters (as applicable) for English and mathematics, and the three-year time frame as six primary terms or nine quarters (as applicable) as it relates to English as a Second Language (ESL) instruction.

Under AB 705, students can only be placed into remedial coursework (credit or noncredit courses that are part of a sequence) when they are “highly unlikely to succeed” in the transfer-level course and when placement into the remedial coursework increases the probability of completing transfer-level coursework relative to the probability of completion if the student were directly placed into transfer-level. Statewide MMAP data modeling suggests that when compared to the attrition of traditional sequences, students are more likely to succeed in transfer-level English and mathematics if they begin there. Compelling evidence from within California and nationally further suggests that students across all levels of preparation are more likely to complete transfer-level coursework when placed directly into it, especially when they experience appropriate support. Research to date also demonstrates that high school performance has meaningful predictive validity for assessment and placement.

As a result of careful review of data and the language of the law, the Chancellor’s Office believes that all students whose program of study requires transfer-level coursework, for whom transfer is the goal, with high school performance records within ten years of graduation, should be placed into transfer-level English. Further, AB 705 requires that students should be placed below transfer-level only if a college can demonstrate that students are highly unlikely to succeed in the transfer course, **and** they would be more likely to complete the transfer-level course successfully via the alternative path. The information and table below illustrate the evidence that informed the parameters outlined in this memo.

Table 1. Chancellor’s Office AB 705 Compliant Multiple Measures Decision Rules: Transfer-level English

High School Performance	Average Success Rate  Students Enrolling Directly in Transfer-Level	One-Year Completion of Transfer-Level  Students Enrolling One Level Below Transfer	AB 705-Compliant Placement
High School GPA $\geq$ 2.6	80%	40%	Transfer-Level English Composition  No change in level of support required
High School GPA 1.9-2.6	59%	22%	Transfer-Level English Composition  Additional academic and co-requisite support should be considered to improve success rates
High School GPA $<$ 1.9	43%	12%	Transfer-Level English Composition  Additional academic and co-requisite support should be provided to improve success rates

As shown in Table 1, direct placement into transfer-level English is estimated to double or triple completion of transfer-level English within one year. Thus, under the requirement that colleges use high school performance data to maximize the probability of transfer-level English completion within one year, students should not be denied direct access to the gateway transfer-level English composition course. Note that even students with low high school performance histories are still more likely to succeed when placed directly into transfer-level English than students who are placed only one level below.

The Chancellor's Office, in conjunction with the AB 705 Implementation Advisory Committee, has developed the following recommendations, built from the statewide [MMAP Phase II rule set](#) and the broader analysis on which those placement recommendations were based on studies exploring [multiple measures decision trees](#) and [improving placement accuracy](#).

Clearly, with the incorporation of these changes into California Code of Regulations, title 5, colleges will be placing almost all of their students into transfer-level English courses, and many students will likely require additional support services in order to further improve their likelihood of success. Services may include but are not limited to academic support, English language acquisition support, time management and study skills training, affective development, financial planning, and accommodations as needed. Across the state, this has been accomplished in a variety of ways: co-requisite support courses; learning support centers; supplemental instruction; or a combination of these. Among these strategies, co-requisite support has been mostly widely studied in its capacity to amplify student success. Additionally, two bills are currently under review to make it possible for colleges to collect apportionment for tutoring in college-level courses. It is important to note research indicates that placement changes alone will not help maximize student success. Changes in instructional methodology and strong support infrastructure are also essential to optimize student achievement. Faculty who have been on the cutting edge of these reforms note that these elements are equally important for student success.

While this guidance is a first step for colleges to begin planning, other questions remain, and the Implementation Advisory Committee continues to sort through these issues. Some of those include questions around how to address the implications of AB 705 for ESL students, and a subcommittee is working on those answers. Questions also remain about the implementation for transfer-level math and statistics, and that guidance will be forthcoming this spring. Other concerns the committee is working to address include how to establish effective practices for returning students without transcript data such as self-reported data and guided self-placement, the fate of placement skills instruments, the need to revise CB-21 coding, and review graduation competency considerations. The Chancellor's Office intends to incorporate all guidance and recommendations issued by the Implementation Advisory Committee into a regulatory proposal for consideration by the Board of Governors at a future date.

To further clarify the importance of making these changes, it is also worthwhile to note that funding for both AB 19 and Guided Pathways are contingent upon compliance with AB 705, which is expected by fall of 2019 in accordance with the previously published timeline found on the [website](#).

Look for additional guidance in the next two months and for opportunities to learn from peers about how some of these changes have already been implemented at some colleges in the state. Plans to provide professional learning and research support are already underway with more details to come. Both the [RP Group](#) and the [California Acceleration Project](#) are hosting separate upcoming events, and the Chancellor's Office plans on hosting future events. Additionally, faculty will also be receiving a survey in order to map current and emerging practices and provide professional development in the future. Finally, the Chancellor's Office urges colleges to activate the function in CCCApply to allow students to self-report their GPA data so that colleges can begin to collect that information. In order to do so, please email John Hadad at [jhadad@ccctechcenter.org](mailto:jhadad@ccctechcenter.org). The Chancellor's Office is working on a high school data agreement to support the logistics, and self-reported data will be just one element of that effort.

This is going to be an iterative process that, despite its challenges, represents a significant step forward for building our students' capacity to achieve their goals and addressing many of the equity gaps that begin at the point of assessment and placement. Stay informed by checking the Chancellor's Office [Assessment and Placement](#) webpage.

## ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE AGENDA

Tuesday, March 27, 2018 – 1:00-2:00

### Spring Meetings on 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 1-1:50 pm

Feb. 27 – DE Room / Library 166

March 13 – DE Room / Library 166

March 27 – DE Room / Library 166

April 24 – DE Room / Library 166

May 8 – DE Room / Library 166

May 22 – DE Room / Library 166

### Members:

Charlene Brewer-Smith (IT) Kristie Daniel-DiGregorio (AS); Darcie McClelland Descalzo (Chair, NS); Vanessa Haynes (CEC); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Deans Rep: Linda Ternes (Math)

### 1. BP/AP 4226 Multiple/Overlapping Enrollment:

- D. McClelland Descalzo reported back on her research related to questions that arose at the last meeting about whether to include an exception in the policy. Lillian Justice, ECC's Registrar, has granted one exception during her twenty-year career. The Federation advised against including exceptions as there are many complications with making up the time, exceptions may affect classified staff as well as faculty if the class is a lab course, and there may be equity issues that arise between students with part-time versus full-time faculty teaching the classes. Dr. Shankweiler underscored that that this policy and procedure are legally required ones that the policy and procedure be approved without the exception with the understanding that the AP can always be revisited at a later time.
- The committee revisited an issue related to BP/AP 4226 that arose at the previous meeting. Students are being assisted in registering for overlapping courses and advised to drop one. The committee discussed concern that this constitutes fraud; the college can't earn apportionment for one student registered for multiple classes that overlap in time. In addition, it places faculty in a difficult situation when the instructors are pitted against each other. Committee members expressed concern about the lack of professionalism of this approach. VP Shankweiler has been apprised of the situation and indicated she would follow up promptly. The committee recommended the following: 1. D. McClelland Descalzo will revisit this issue with VP Shankweiler. Also, when these are presented to Senate, she will ask senators to help communicate to all faculty that to support overlapping enrollments constitutes fraud.
- The committee noted that this BP/AP would have been much less confusing if the two issues – multiple and overlapping enrollments -- were disentangled and addressed in separate BP/APs.



## **2. AP 7211 Faculty Service Areas**

- The committee reviewed changes made by College Council. This AP has been reviewed by EPC previously and passed Senate after two readings. It's returned because changes were made at the College Council policy summit, held 3.9.18. The group making the revisions consisted of J. Shankweiler (VPAA), J. Miyashiro (HR), I. Graff (IRP), K. Daniel-DiGregorio (Senate), C. Vakil-Jessop (Federation). Changes consisted primarily of editorial changes for greater clarity (e.g., spelling out acronyms).
- The substantive changes consisted of clarification of the role of the selection committee in determining equivalency. For consistency, College Council recommended that selection committees grant initial equivalency but that final determinations are made by the Equivalency Committee. As a result, processes for both selection committees and emergency hires would be consistent.
- The EPC made changes to better clarify the equivalency process. Specifically, there was some confusion about the "decision tree" which starts with the selection committee and ends with Board of Trustees approval.
- The changes were approved and will be forwarded to the Academic Senate.

## **3. New AP on Advanced Placement Credit**

- D. McClelland Descalzo thanked L. Suekawa for her hard work drafting a new AP for Advanced Placement Credit. There is some confusion about numbering for this AP and the fact that there are two CCLC templates that address AP credit. D. McClelland Descalzo will work with L. Suekawa to create a second draft and recommended next steps for the committee to consider.

## **EPC Packet**

### Meeting Agenda

3.27.18/K. Daniel-DiGregorio

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, March 13, 2018**  
**Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm**

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

<b><u>Name</u></b>	<b><u>Abbreviation</u></b>	<b><u>Division</u></b>
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Alireza Ahmadpour (Present)	(AA)	Fine Arts
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Excused)	(AB)	Counseling
Briita Halonen (Present)	(BH)	Humanities
Analu Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
David McPatchell (Present)	(DM)	Compton College
Sumino Otsuji (Present)	(SO)	Humanities
Polly Parks (Excused)	(PP)	Natural Sciences
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Excused)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation

\*Committee Chair

**Fall 2017 Meetings:** September 12 & 26, October 10 & 24, November 14 & 28, ~~December 12 (if needed)~~  
**Spring 2018 Meetings:** ~~February 27~~, March 13 & 27, April 24, May 8 & 22 (if needed)

**1. Welcome**

(SA) announced that Polly Parks, Assistant Professor of Biology, has joined the FDC. A scheduling conflict has prevented her attendance at today's meeting, but she looks forward to attending on March 27<sup>th</sup>.

**2. Updates/Feedback**

**a. Getting the Job, Part 2: The Interview**

(SA) reported the GTJ workshop took place on Friday, January 26, 2018; the panel included: Rory Natividad, Dean of Health Sciences & Athletics; Anna Brochet, Counseling; Darcie Descalzo, Biology; Gary Medina, Librarian; and Angela Simon, Psychology. It was a very successful workshop with nearly 60 in attendance. A mock interview session followed the panel presentation.

**b. Spring Professional Development Day**

The committee briefly discussed survey evaluation results of Spring PD Day which took place on, February 7, 2018. (SA) noted that many faculty expressed appreciation for the increased involvement of students in the General Session. Useful suggestions from the survey include recording breakout sessions and posting to the ECC website and repeating some of the more popular breakout sessions throughout the semester.

**c. Tenure Reception**

Twenty-four faculty were honored at this year's Tenure Reception on February 7<sup>th</sup>. Committee members reported that colleagues are pleased with this new tradition and appreciate Dr. Maloney's support of this important milestone. (SA) noted the reception will need to be held in a larger venue such as the East Dining Room next year as the Distance Education Center was inadequate to accommodate the large crowd. (BH) commented that 45 minutes seemed to be perfect length of time for the reception. (SA) reported that Wendy Lozano of Student Equity graciously made the beautiful table arrangements which added a special touch to the celebration.

### **3. Faculty Book Club**

(SO) reported that 19 people attended the first meeting of the FBC on March 9<sup>th</sup>, including faculty, counselors, staff, and administrators. The Student Equity Program (SEP) has provided funding for this semester's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Bailey, Jaggars, and Davis. This book is especially important to ongoing discussions of Guided Pathways. Unfortunately, the SEP will not be able to provide funding next semester. (SO) noted that in the past, Professional Development & Learning (PDL) provided funding. (EU) suggested a request be made to PDL to resume funding the FBC. (AA) suggested applying for a grant to support the efforts of the FBC. The FBC will meet again on April 20<sup>th</sup> in the TLC.

### **4. Informed & Inspired (I & I): Lunchtime Faculty Development Series**

(SA) thanked (CS), (AJ), and (SK) for facilitating the March 1<sup>st</sup> panel presentation with students from the Student Equity Advisory Council (SEAC). In partnership with the SEAC, the March I & I theme is "Muslim in America." (CS) reported the student panelists articulated their points of view effectively and (SK) expressed how much she appreciates these opportunities to hear from our students and learns so much from them. A follow-up discussion will take place on March 15<sup>th</sup>. (SA) reported the SEAC has determined "Women of Color" to be the April theme and "Latinx" will be the theme for May. (AA) volunteered to attend the April and May I & I meetings.

### **5. Women's History Month (WHM)**

(SA) announced she will host a screening of *Girl Rising* and facilitate a discussion of the documentary on March 14<sup>th</sup> in honor of WHM. Other WHM activities include the annual luncheon on March 22<sup>nd</sup> and the Women's Creative Showcase on March 28<sup>th</sup>. (MS) noted it would be nice to have the film available online. (AA) expressed concern that not enough attention was paid to International Women's Day on March 8<sup>th</sup>. (SA) invited him to join the WHM committee next year to help plan events that focus specifically on International Women's Day.

Meeting adjourned at 1:46

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: March 1, 2018**

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**MEMBERS PRESENT**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs           | <input type="checkbox"/> Jeff Hinshaw–Administrative Services           |
| <input checked="" type="checkbox"/> Ken Key - ECCFT                        | <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors |
| <input checked="" type="checkbox"/> David Mussaw - ECCE                    | <input type="checkbox"/> Ruben Lopez – Campus Police                    |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Greg Toya – Student Services        |
| <input type="checkbox"/> Alex Ostrega – ASO Student Rep.                   | <input checked="" type="checkbox"/> Josh Troesh – Academic Senate       |
| <input type="checkbox"/> Jose Anaya – Community Advancement                |   |

**Alternate Members:** K. Iino, J. Gutierrez

**Support:** B. Fahnestock, I. Graff, A. Leible, J. Miyashiro, R. Miyashiro, J. Shankweiler

**Other Attendees:** A. O’Brien, A. Sala

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The meeting was called to order at 1:06 p.m.

**Approval of the February 15, 2018 Minutes**

1. The minutes of February 15 were presented to the committee for approval.
2. The minutes were approved and will be posted on line.

**Foundation Report**– A. Sala

1. A brief overview was presented on the Foundation’s 2016/2017 year. Some of the highlights of the year were reported as follows:
  - The Foundation has awarded 541 scholarships through the Scholarship Program totaling \$600,000 as well as awarding \$150,000 in external scholarships.
  - Over \$1.3 million has been distributed to campus programs.
  - Managed over 75 division accounts.
  - Controlled 103 annual scholarship accounts.
  - Invested and administered 45 endowed scholarship funds.
  - Provided emergency book and tuition funding to students.
  - Worked with local businesses, alumni and individuals to support our students.
2. The total fundraising for the year ending June 30, 2017 was reported as \$1,315,890. The Gift-in-Kind donations (tangible goods and services) totaled \$90,629. These included donations of video production services, an insect collection, books, machinery, supplies and a vehicle for the Automotive Technology programs all totaling \$1,298,555. The total operational expense for the fiscal year 2016/2017 was \$404,972, which was 90% of the Foundation’s budgeted operational expenses.
3. The financial overview for the fiscal year 2017/2018 was presented. Year-to-date fundraising is listed at \$1.3 million versus \$742,000 at this time last year. Net assets are currently at \$14 million, an increase from \$12 million last year at this time. It was noted we received a couple of large estate gifts which assisted in contributing to this endeavor.
4. There are a couple of ways unrestricted funds are obtained for the Foundation: 1) The President’s Circle – Individuals who donate an unrestricted gift of \$1,000 or more, 2) Community Partners –

Businesses who donate an unrestricted gift of \$2,500 or more. Community Partners receive recognition at Foundation events, in the newspaper, emails and the ECCF newsletter. The Foundation also does direct mail. This process is the most profitable way to reach constituents including alumni, retired faculty/staff, and community supporters. The mailings are sent to about 5,000 constituents in the fall and spring with a newsletter and direct appeal included.

5. The Foundation's restricted funds include the following fundraising programs:
  - The Scholarship Program – This is the most popular form of donation to the ECC Foundation. To date, 14 new scholarships have been created this year and will be awarded this spring for fall 2018.
  - The South Bay Promise – For 2017/2018 a maximum of 90 students from Inglewood, Centinela Valley and Torrance unified school districts will benefit. Outreach and meetings for the newly expanded South Bay Promise for fall 2018 are taking place and fundraising has already begun. Next year the South Bay Promise will expand to include 500 students. The annual cost to support the South Bay Promise is \$250,000. It is in hopes that in the future, an endowment will be created so these funds can be earned annually.
  - STEM Programs – Many donors designate their donation to STEM programs. Funds have been used for the summer START robotics program and the summer UCLA research program.
  - Warrior Pantry – The ECC Warrior Pantry is for students with food insecurities. This program has become very popular. It was recognized Chicken of the Sea just gave a generous donation of 100 lbs. of tuna for the pantry.
6. The Foundation puts on a few events during the year.
  - The President's Dinner is an annual dinner for the ECCF Board and President's Circle members which is usually held in December.
  - The Scholarship Awards Ceremony – This is a donor relations event to recognize and award scholarship recipients and create good will with the donors. This year's event will take place in the East Dining Room on May 10.
  - South Bay Promise Signing Ceremony – There will be a MOU signing ceremony for all seven school districts that are in the ECC District, along with the Superintendents and President Maloney. Elected officials, local businesses, supporters and the media will attend this event on May 11.
  - Distinguished Alumni Dinner (biennial event) - This event recognizes distinguished alumni who have made a difference and represent El Camino College in a positive light. Usually four honorees are honored at the event. This year the dinner will be held on October 18. Nominations are being asked for at this time.
  - The Foundation has a volunteer board of directors. They ensure we spend our money fiscally and responsibly.

### **Bond Update** – B. Fahnstock (presentation)

1. It was reported that currently there are four construction projects that are taking place on campus. These projects are the Student Services Building, the North/South Gyms, the Pool Classroom Building, and the Administration Building. These projects are contained on the campus perimeters. The next projects will be the Student Services, Student Activities and the Art Building (middle of campus).
2. The Student Services Building is going well. The gym project is moving at a slower pace. It is estimated to be finished in January 2019, but it is doubtful at this stage. The Administration Building is nicely progressing. The Pool Classroom Building is just beginning. Demolition for the area will begin soon. It hopefully the pool complex will be done by June 2020.
3. The committee was encouraged to go to the college website to view the virtual tours of the forthcoming new buildings (click on the arrows to navigate through the buildings).

4. The Warrior Walk will be an area between the gym and the pool complex. This area will consist of five sections that will be made up of 200 bricks per section. These bricks will be sold to alumni. Naming opportunities will also be available in the plaza area.
5. It was noted every six months for the next five years a new campus map will be devised because of all the on-going construction.

#### **Institutional Research Update** – I. Graff

1. The committee was given a short orientation on how to access the site for the Institutional Research data. Various areas on the site were reviewed. Compton will soon be receiving their own Institutional Research (IR) web page soon. The information on the IR site provides information on the student body demographics. Information will be visually available so you can see by division, department, and class where we are in terms of our college goal. The committee was invited to subscribe to the IRP blog. This will assist in keeping them updated with items for institutional research.
2. An area on the page was shown where specific data can be request if needed by just filling out a form. Once the information is received, the assigned researcher will reach out to the person requesting the information right away.
3. The area of planning was noted and reviewed.
4. The committee was reminded today is the due date for the unit plans.

#### **Adjournment** – R. Natividad

1. The meeting adjourned at 2:02 p.m. The next meeting will be held on **March 1, 2018** at 1:00 p.m. in Library 202.

RKN/lmo

Hello Senators,

The last time we discussed BP/AP 4226, many questions arose concerning whether the AP could include language about exceptions to the overlapping enrollment policy/procedure. The Ed Policies committee had a robust discussion about whether to include a procedure for exceptions, but decided against including it at this time. Below is an explanation of why/how we came to this decision.

The Title 5 Language on how exceptions are handled is as follows:

b) A district may not permit a student to enroll in two or more courses where the meeting times for the courses overlap, unless the district has established and incorporated into its attendance accounting procedures adopted pursuant to section 58030 a mechanism for ensuring that the following requirements are satisfied:

(1) the student provides a sound justification, other than mere scheduling convenience, of the need for the overlapping schedule;

(2) an appropriate district official approves the schedule;

(3) the college maintains documentation describing the justification for the overlapping schedule and showing that the student made up the hours of overlap in the course partially or wholly not attended as scheduled at some other time during the same week under the supervision of the instructor of the course.

Specifically, the highlighted region presents a challenge because a faculty member who allows a student to leave early or come late would have to make up the time with the student at another time during the same week and submit documentation of the made up time to the college. This is especially problematic for part-time faculty who often are only on campus for the hours they actually teach and are commuting between multiple colleges.

I reached out to our registrar, Lillian Justice, to find out how many students may benefit from exceptions and she replied that in her 20 years of experience she has approved only one exception.

I also reached out to Chris Jeffries and Carolee Vakil-Jessop to find out how this may affect the contract, and they shared concerns about how the makeups may affect classified staff if the class is a lab course and about equity issues because students with full time faculty instructors may be able to get the faculty member to agree to the exception while those with part time faculty instructors almost certainly would not because part time faculty are not paid for any time outside classroom teaching.

Thus, because the exception policy would affect so few students (maybe one a decade) and because of equity and contractual issues, our committee decided not to include language about exceptions to the overlap policy in the AP at this time.

I hope this summary helps to clarify the motivations for our committee's decision.

Darcie McClelland

Vice President of Educational Policies

## NEW POLICY

### Board Policy ~~4226~~ 4266 Enrollments

### Multiple and Overlapping

The Superintendent/President shall establish procedures to ensure that students **do not enroll in multiple sections of the same course at any given time during the term or courses where the meeting times overlap.**

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

The El Camino Community College District does not permit enrollment 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.

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

Reference: Title 5 Section 55007

Council of Deans: 11/9/17, 2/8/18

Educational Policies: 2/27/2018, 3/9/2018, 3/27/2018

Academic Senate: 3/6/18

College Council:

Board Approval:



## NEW PROCEDURE

### Administrative Procedure ~~4226~~ 4266 Enrollments

### Multiple and Overlapping

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~~ classes when the meeting times for the ~~courses~~ classes overlap.

~~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. Students violating this policy will be dropped from one section of the course.~~

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

Reference: Title 5 ~~Sections~~ Section 55007

Council of Deans: 11/9/17, 2/8/18

Educational Policies: 2/27/2018, 3/9/2018, 3/27/2018

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

### Faculty Service Areas

Faculty Service Areas (FSAs) shall be established by the Board of Trustees after negotiation with the ~~ECC~~ El Camino College Federation of Teachers (ECCFT) and consultation with the Academic Senate as required by law. FSAs determine the order by which faculty may be laid off and reassigned if ECC faces a reduction in workforce. Faculty members are assigned to an FSA when hired and may apply to be classified under additional FSAs, using the procedures outlined in Article 6 Section 3 of the collective bargaining agreement.

### Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline or shall possess qualifications that are at least equivalent to the ECC minimum qualifications. ECC minimum qualifications shall be equivalent to or exceed the minimum qualifications set out in the regulations of the California Community Colleges Board of Governors.

The ECC minimum qualifications for faculty hiring will be developed by discipline faculty and undergo consultation and approval by the Academic Senate and Board of Trustees. The list will be posted on the ECC website, and the Academic Senate will conduct an annual review of the local minimum qualifications based on updates to the minimum qualifications handbook published by the California Community Colleges Chancellor's office. Updates may also be initiated by discipline faculty.

### Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the ~~Governing Board~~ Board of Trustees relies primarily upon the advice and judgement of the Academic Senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors." All equivalencies require approval by the Board of Trustees.

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The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the ECC Local Minimum Qualifications List, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the ECC ~~Local~~ Minimum Qualifications ~~List~~, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Examples of conclusive evidence of equivalency include, but are not limited to:

1. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate non-US/foreign institution.
2. Scholarly publications that show a command of the discipline in question, the general education of the candidate, or writing skill.
3. Other work products that show a command of the discipline or occupation in question. This may include an interview of the applicant to determine qualifications in the discipline.
4. Verifiable resume, employer statement, other chronological listing or evidence of appropriate work experience.

### **Criteria for Equivalency**

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by ~~ECCCD~~the District.

All courses being used for equivalency must be earned at an accredited institution. Candidates are responsible for demonstrating that courses taken through continuing education or extension are applicable to the approved degree listed in the discipline minimum qualification.

The following criteria will be used to determine a candidate's eligibility for equivalency:

#### **A. Formal Education Equivalencies to the Degree**

1. Formal education equivalent to the master's degree: Any master's degree with a minimum of 18 semester graduate units in the discipline, OR any bachelor's degree and a combination of 30 semester graduate units with a minimum of 18 semester graduate units in the discipline.

2. Formal education equivalent to the bachelor's degree: At least 120 approved units, including general education and 40 units in the discipline of which 24 units are upper division or graduate.
3. Formal education equivalent to the ~~a~~Associate's degree: At least 60 approved units, including 18 semester units of general education, as defined in either the El Camino College Catalog; or "The Guide to the Evaluation of Educational Experience in the Armed Services" published by the American Council of Education; or the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing.

#### B. Non-Formal Education Equivalencies to the Degree

All non-formal education equivalencies to the degree must demonstrate the acquisition of the knowledge and skills learned through the computation and communication general education requirements of the relevant degree.

1. Non-Formal Education Equivalencies to the Master's Degree
  - a. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.
2. Non-Formal Education Equivalencies to the Bachelor's and Associate's Degrees
  - a. At least five (5) years of work experience in the discipline that led to the acquisition of the knowledge and skills required for the degree, e.g. in computers, engineering, or journalism.
  - b. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

#### C. Equivalencies to Work Experience

Equivalencies to required experience could include appropriate collegiate education or other training ~~programs~~ that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.

#### Determination of Equivalency During the Screening Process

~~Initial d~~Initial determination of equivalency to the minimum qualifications for hire shall be decided during the screening process by the screening committee, using the standards set forth in this policy. The screening committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in equivalency decision-making across divisions. If the screening committee is unable to agree about a candidate's initial equivalency, the Vice President of Academic Affairs or the Vice President of Student Services and the President of the

Academic Senate shall be consulted. If after being consulted, they are unable to agree about whether the candidate has equivalent qualifications, the decision shall be referred to the Equivalency Committee.

The granting of initial equivalency to the minimum qualifications shall not be construed as a determination that a candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

~~If a~~An applicant's initial equivalency must be is granted equivalency confirmed by the Equivalency Committee prior to and selected for an interview with the Superintendent/President or presentation to Human Resources. ~~Justification~~ Justification for initial equivalency shall be sent to the ~~Academic Senate President~~co-chairs of the equivalency committee and; the Office of Human Resources, and the Office of the Vice President of Academic Affairs (or Vice President of Student Services). ~~This report~~After making its determination, ~~The Equivalency Committee~~ shall provide Human Resources with documentation that supports its determination ~~include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications.~~

### Equivalency Committee

The Academic Senate shall establish an Equivalency Committee to make decisions on matters of equivalency to the minimum standards for hiring of faculty. The Equivalency Committee shall make the final determination of equivalency ~~in emergency hires and in the event that the screening committee is unable to come to agreement or if the Vice President of Academic Affairs or the Vice President of Student Services, the Vice President of Human Resources, and the Academic Senate President disagrees with the screening committee's determination.~~

The Equivalency Committee also will oversee the equivalency procedure as it is conducted across campus to ensure that, as far as disciplines allow, the same standards are applied in each case uniformly. The committee will determine whether equivalency decisions are being made in accordance with this procedure; and whether the screening committees are following the criteria for evidence of equivalency stated in this procedure; ~~and whether discipline equivalency decisions are similar to earlier decisions in the discipline and similar disciplines.~~

The Equivalency Committee shall consist of:

1. President of the Academic Senate, who will co-chair the committee.
2. Vice President of Academic Affairs, or designee, who will co-chair the committee.
3. Academic Senate Vice President of Educational Policies, or when not available, a member of the Academic Senate Executive Committee as appointed by the President.
4. Two faculty representatives of the discipline (or, if not possible, a closely related discipline)

5. Vice President of Human Resources, or designee.
6. President of the ECC Federation of Teachers, or designee.

### **Determination of Equivalency for Full-Time Faculty**

In the event that an existing faculty member wishes to assert equivalency in another discipline, the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request to the Human Resources Office.

On receipt of the application, ~~the Vice President of~~ Human Resources will contact the President of the Academic Senate. The Equivalency Committee, ~~will be convened to review the material submitted by the applicant and to decide whether or not the equivalency should be granted.~~ If the committee decides the equivalency should be granted, the decision will be submitted to the Board of Trustees for approval.

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by ~~the Office of~~ Human Resources. The letter should also notify the faculty member of ~~their~~ his/her right to file a grievance in accordance with collective bargaining agreement Article 22.

All deliberations of the screening committees and the Equivalency Committee and all records involved in the proceedings shall be confidential.

The granting of equivalency is on a case-by-case basis and does not set precedence for other equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.

### **Review and Revision**

Equivalency procedures are subject to review and revision at the request of the Academic Senate ~~or the Vice President of Academic Affairs, or the Board of Trustees although its~~ The effectiveness ~~of this process~~ should be reviewed ~~at a minimum of~~ every three years. Changes in these procedures require the mutual agreement of the Academic Senate and the ~~Board of Trustees~~ Vice President of Academic Affairs. Until there is mutual agreement, these procedures will remain in effect.

### **References**

Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2  
Title 5 Sections 53400 et seq.  
ACCJC Accreditation Standard III.A.2-4

El Camino College  
Adopted:



Consultation

EPC: passed Nov. 2017

Dean's Council: approved Jan. 12, 2018

Academic Senate: first reading Dec. 5, 2017; passed Dec. 12, 2017

College Council: [3/9/2018, back to EPC and Dean's Council](#)

Clean Draft



**COMMUNITY COLLEGE LEAGUE**  
OF CALIFORNIA

Book	Administrative Procedures
Section	Chap 7 Human Resources
Title	Faculty Service Areas, Minimum Qualifications, and Equivalencies
Number	AP 7211
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Adopted	November 1, 2000
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## AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

### References:

Education Code Sections 87001, 87003, and 87743.2;  
Title 5 Sections 53400 et seq.;  
ACCJC Accreditation Standard III.A.2-4

**NOTE:** *This procedure is **legally required**. Local practice may be inserted. The following is provided as an illustrative example only. The equivalency examples are provided in some detail, but in any event must be developed and jointly agreed upon by representatives of the District and the academic senate.*

### Faculty Service Areas

Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

### Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

### Equivalencies

Equivalency Committee – An academic senate equivalency committee shall be established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable

minimum qualifications..." In order to ensure that the Governing Board relies primarily on the advice and judgment of the Academic Senate, the academic senate equivalency committee shall:

- Be available to screening and selection committees as a resource regarding equivalency determinations.
- Review the decisions of the screening committees as described below.
- Recommend all equivalency determinations to the Governing Board.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that careful records are kept of all equivalency determinations.
- Periodically review this procedure and recommend necessary changes to the Academic Senate and Governing Board.
- In general, ensure that the equivalency process works well and meets the requirements of the law.

**Determination of Equivalencies**– The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

The **[designate authority]** will first screen all qualified applicants, assuming that those claiming equivalency are in fact equivalent. Once applicants have been selected for interview, those claiming equivalency will have their claims examined by the **[designate authority]** prior to being interviewed. Only applicants who are found to meet the test of equivalency shall be selected for interview.

The **[designate authority]** shall send its decisions concerning equivalency and non-equivalency to the **[designate authority]** to the academic senate equivalency committee before candidates are notified of interviews. The equivalency committee will review the decisions of the screening, asking the following questions:

- Was the decision made in accord with this procedure?
- Specifically, did the screening committee follow the criteria for evidence of equivalency stated in this procedure?
- Are the Committee's decisions consistent with similar decisions made by earlier committees in this discipline or similar disciplines?

The academic senate equivalency committee shall employ the following procedures in emergencies or special circumstances:

- In case a candidate to be offered an adjunct or temporary position is also an equivalency claimant, the screening committee shall determine the equivalency status immediately following the interview and make a recommendation to the department chair or appropriate area administrator if there is no chair. This recommendation shall be forwarded to **[designate authority]**.
- **[Designate authority]** will review the recommendation and either accept or reject it. If the candidate is acceptable, the department is free to extend the job offer; if unacceptable, the selection committee may request a review by **[designate authority]**.
- For the purposes of this procedure, an emergency or special circumstance is defined as a situation in which the full hiring process cannot be carried out in a timely manner. Such situations may include, but are not limited to the following:
  - Vacancies that occur shortly before the beginning of a session in which there is not sufficient time for the full equivalency process to take place.
  - Additional sections of a class added shortly before the beginning of a session or after the session begins.
  - An unforeseen opportunity, occurring shortly before the beginning of a session, to staff sections in locations, venues, or subject matter specialties for courses which previously have been difficult to schedule (certain off-campus sites, contract education, short courses, etc.).

The District may elect to award equivalency for faculty teaching in vocational disciplines that do not require the master's degree.

- **Semester units/occupational experience:** 120 semester units AND two years of occupational experience in the discipline; or, 60 semester units AND six years of occupational experience in the discipline; or, 30 semester units or industrial certification AND eight years of occupational experience in the discipline. Note; all semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.
- **Related occupational experience:** May be substituted by teaching experience in the discipline or related discipline on a year-for-year basis.
- **Recency:** An individual employed to teach a vocational discipline shall demonstrate a competency in the current technology of that discipline.
- **Rare exceptions:** In the rare case that an individual does not specifically meet the equivalency provisions as stated in the above Sections (#1 - #3), and the department chair, the full-time faculty in that discipline (if applicable), supervising instructional administrator and **[insert position, such as Vice President for Academic Affairs]** agree that the person is otherwise qualified to teach in that discipline, that individual's qualifications may be recommended to the academic senate equivalency committee chair as deemed "equivalent" for that discipline

**Revised 4/15**

AP 7211 Faculty Service Areas Rev. 4-15.doc (34 KB)