El Camino College

College Council Minutes
Monday, September 17, 2018
1:30 – 2:30 p.m. Library 202

Attendance
Jesse Mills, David McPatchell, Ann O'Brien, Virginia Rapp, Adrianna Estrada, Kristie Daniel-DiGregorio, Brian Fahnestock, Jean Shankweiler, Ross Miyashiro, Chris Jeffries, Debbie Turano, Jane Miyashiro

Absent
Amber Gillis, Irene Graff, Erika Solorzano, Chinua Taylor-Pearce, Dena Maloney

Agenda:

1. Welcome/Approval of Minutes   Jane Miyashiro

    Minutes from the September 4, 2018 meeting are approved.

2. ReviewSnap

    Jane Miyashiro provide an overview of ReviewSnap. (Presentation Attached)

    - ReviewSnap will streamline the performance review process utilizing e-signatures and automated reminders; keep performance review notes online in one place throughout the year to avoid the "latency" effect; easily access archived evaluations to review goals throughout the year.
    - Improve communication- users will receive automated alerts when performance reviews are due and when evaluations are done. Receive e-reminders when evaluations are overdue or e-signatures are missing.
    - Simplify auditing & automatic reports by accessing real-time data on the status of a review process; generate ad-hoc reports on various performance related data.

    ReviewSnap is upgrading their systems. The screen shots may look a little different from the presentation. The platform is very intuitive and straightforward.

    College Council members may be selected to participate in a 360 Review of faculty or staff. The details to the instructions for a 360 Review are found on slide #10. The 360 Review is an employee development tool, not an evaluation of performance. Samples of the questions are presented in Slides # 11 - 13.

    AP 7150 is a procedure that spells out the process of evaluation. (Slide #14)

    Clarification was asked about performance versus development. Performance is based on your duties. Are you fulfilling your job description? Development uses training components to

develop leadership skills, personal communications with others, and measures a person's role in achieving our mission and goals. Jane would like to launch ReviewSnap for the administrators in the next two weeks.

3. Update on Guided Pathways Project plan for Fall semester
Jenny Simon & Janice Pon-Ishikawa, Guided Pathways coordinators, provided an overview of the plan for implementing Guided Pathways. The kickoff is this semester. A handout was provided (attached). A Guided Pathways training seminar was conducted over the weekend. The most important take away from the training is that the entire campus community, including students, need to understand Guided Pathways. In response to the push back from the resisters of Guided Pathways, the concept of Guided Pathways is not a dictatorial initiative but serves as guidelines to make the college process easier for students. Guided Pathways is an initiative to help the students. We want to know how we can make Guided Pathways as useful as possible for our students. Input from the "resisters" is useful. An overview Current Activities was provided.

- Program mapping for each degree/certificate - This serves as a generic path and is not meant to replace Counselors. That is an important message we want to communicate. The path provides clarification of what course work needs to be completed per semester.
- Recruiting leads from each division - these leads will assist with the mapping process. The mapping process will originate in the Counseling division. Drafts will be provided by Counseling and discussed with faculty in each division. *Degree Planner,* through ECC Connect is a tool that can be utilized in carving a path. Guided Pathways is a collaborative effort.
- Another goal with program maps is to create common first semesters in related majors. This is important in the event a student makes a change in their major. This correlates to the meta-majors concept or major clusters. There will be a summit in February to discuss this concept further. More information to come.

Career Ladders Project is hosting a Guided Pathways workshop on Sept 28. Participants may include other colleges that are ahead of ECC in the implementation of Guided Pathways. Student focus groups will be used to gather student input.

Do we want to consider course-numbering changes with the implementation of the new curriculum program to create a standardized college wide course numbering system? This would help the incoming student navigate higher education.

Creating milestones in the education plan was discussed. Creating positive recognition and reminders that encourage students to apply for their degree or transfers. There was discussion on recognizing milestones or gamifying the process by unlocking benefits as you hit milestones (i.e. reaching 30 credits) - providing a positive benefit to recognize achievements.

Using *ECC Connect* is another primary message we want to communicate. This tool will be able to track students along their pathway. The leads would help deliver this message to their divisions. They will collaborate with Dr. Dipte Patel and Outreach in this effort.

We are reminded of the four pillars of Guide Pathways: Clarify the path, Enter the path, Stay on the path, Ensure learning; and how important it is to communicate these values throughout the campus community.

4. AWS Strong Workforce Program Development

Dr. Virginia Rapp, Dean of Business, provided a brief overview of the AWS Program. The AWS project is part of the Strong Workforce programs. It is funded by the State for Strong Workforce for career technical education programs. This is a regional project. AWS, Amazon Cloud project is the first of its kind. All 19 Los Angeles colleges are participating. A regional curriculum is being developed. The project is in its infancy. The goal is to have those who are AWS certified have job opportunities and many doors open to them.

An update from the most recent webinar is provided by Adriana Estrada, Director of Technical Education (Handout attached). There are 177 jobs that utilize the Amazon Web Services certificate. That equates to 2000 job openings. Unfortunately, only 680 IT certificates are being produced by the college districts in our state. This is what motivated the Strong Workforce to come up with a proposal to create a curriculum that is influenced and guided by industry and can be promoted to all of the colleges to ultimately graduate and employ our students. This is getting a lot of attention from the press. Perhaps Ann can use this momentum to help inform our campus that this is a Strong Workforce initiative.

Adriana guided Council through the information on the handout.

- Outcomes
- Levels of certifications
- Long-term project metrics - criteria for funding
- Curriculum - We are trying to obtain credit for the final course, Security in Amazon Web Services, for our Cyber Security students for a similar course currently taught in cyber security. This could potentially provide our Cyber Security students with two certifications.
- Project requirements - We would like to create early exposure by partnering with the District High Schools through Dual Enrollment and ultimately get students to transfer to ECC. We will have Advisory Boards and look to engaging employers for regional participation.
- Khai Lu has been hired to be the lead in this project. He will share our successes with the other regional leads who will communicate their successes.
- Future webinars and symposiums are scheduled and will be attended by Khai and Adriana. A Public launch is scheduled for October 19.

This is brand new for ECC. The curriculum was developed by Santa Monica Community College. Khai Lu was trained prior to being hired by ECC. He will have to sit with the curriculum committee to establish the minimum unit certification requirements.

5. Timeline & Process, Governance Evaluation (Power Point Presentation attached)

This Governance Review was developed for the Accreditation process but also serves the whole campus community.

Ross Miyashiro guided Council through each slide.
- Definition of Consultation Committees
- Identification of the Consultation Committees at ECC.
- Observations on the Current Process
- Action Steps/Timeline

Topic of discussion for College Council – The formation of a Working Group to evaluate the Governance Process.

- Are we tied to AB 1725? It is suggested that we add representation if it is deemed appropriate. Council is in agreement.
- Student representation from ASO needs to be added as well as deeper Classified representation.
- The meat of this evaluation process will be determined by the Working Group.
- Irene and Institutional Research & Planning have been preparing for this evaluation and gathering data.
- The intent is to build on the Making Decisions document and not to scrap and rewrite it. The goal is to make it more accessible (reader friendly) to the campus community.

Adjournment   All

Fall College Council Meetings

      a. Monday, October 1, 2018
      b. Friday, October 5, 2018   (Policy Day)
6. Monday, October 15, 2018   (Board Day)
      a. Monday November 5, 2018
      b. Friday, November 9, 2018   (Policy Day)
      c. Monday, November 19, 2018   (Board Day)
      d. Monday, December 3, 2018
      e. Monday, December 17, 2018   (Board Day)

Spring College Council Meetings

      a. Monday, February 18, 2019   (Board Day)
      b. Monday, March 4, 2019
      c. Monday, March 18, 2019   (Board Day)
      d. Monday, April 1, 2019
      e. Monday, April 15, 2019   (Board Day)
      f. Monday, May 6, 2019
      g. Monday, May 20, 2019   (Board Day)
      h. Monday, June 3,2019

2018-19 College Council Goals

1. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC.
2. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution.
3. Support Compton Transition Planning process to conclude partnership by June 7, 2019.
4. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey.
5. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019.
6. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation

Administrator/Supervisor Performance Evaluations

Reviewsnap – conversion to an online evaluation process

Current Evaluation Process

1 NEW administrator/supervisor evaluated once a year. 3rd year and beyond = evaluated every 3 years

2 Evaluation comprised of:
  - Immediate Supervisor's Evaluation = PAPER
  - Self-Evaluation = PAPER
  - 360-Evaluation = 60 QUESTIONS; LOW COMPLETION RATE

3 Manually routed for signatures, difficult to access throughout the year, goals are static, auditing is labor intensive.

4 Performance ratings limited to a 3-level narrative scale – Satisfactory, Needs Improvement, and Unsatisfactory.

1 Get reviews done

2 Improve communication

3 Simplify auditing & automate reports

Automated Email Notifications

- Notice of selection for 360-Review participation

- Reminders to finish 360-Review.

Wed 9/12/2018 10:34 PM

info@reviewsnap.com

El Camino - 360-Evaluation for Anne Chua

To   Miyashiro Jane

You have been invited to participate in a **360-Evaluation** for Anne Chua. Your selection as a participant means that your opinions are valued and **completion of the survey by 9/14/2018** is very important to the overall results.

Remember that El Camino's 360-Evaluations involve multiple raters and are intended strictly as a coaching and training tool. Feedback is an important element in everyone's development. Please be careful to remain objective in your ratings and constructive in any comments you make about this employee.

To complete the survey, go to http://rs1.reviewsnap.com/login.cfm?id=9572 and log in, then:

- Click on the "360 Degree Surveys" link at the top of the page; and then
- Click on the "Start" link next to Anne Chua; and lastly
- Click on the "Finalize" link once you have completed the survey.

Thank you in advance for your participation and for completing the survey by the target date of 9/14/2018.

El Camino College - Human Resources

Anne Chua:

<table>
<tr><td colspan="5" align="center">Scale Legend</td></tr>
<tr><td colspan="5">Exceptional (E): Leadership skills are exceptional; the individual is inspiring to me and has been transformational for the organization.</td></tr>
<tr><td colspan="5">Consistent (C): Leadership skills are consistent in all interactions and circumstances and in ways expected of someone in that role.</td></tr>
<tr><td colspan="5">Inconsistent (I): Leadership skills are demonstrated, but not on a consistent basis.</td></tr>
<tr><td colspan="5">Needs Improvement (N): Leadership skills are lacking and/or need improvement.</td></tr>
</table>

Competency Description	E	C	I	N
From your experience interacting with this individual, do they utilize leadership skills to create a sense of purpose and vision for their area of oversight?	○	○	○	○
From your experience interacting with this individual, do they demonstrate collaborative skills and teamwork to effectively work with others on campus?	○	○	○	○
From your experience interacting with this individual, do they use critical thinking skills to recognize and advance their area of oversight in support of student success (either directly or indirectly)?	○	○	○	○
From your experience interacting with this individual, do they communicate relevant information to others in a timely manner?	○	○	○	○
From your experience interacting with this individual, do the demonstrate an eagerness and willingness to learn and grow with El Camino College?	○	○	○	○
From your experience interacting with this individual, do they serve as a problem-solver by tapping into the talents and strengths of others to gather relevant data/information, examine problems/issues, generate recommendations, and implement solutions?	○	○	○	○
From your experience interacting with this individual, do they apply innovative ideas/solutions to solve instituional challenges?	○	○	○	○

✔ = All Competencies & Comments have been filled-out.

[Previous] [Next] [Save Only] [Save and Exit]

College Council 09/17/2018

El Camino College

Review Process   **Reporting**

Manage Employees   Manage eSignatures   360 Degree Surveys   Create Journal Entries

Melissa Guess: Comments

List accomplishments and goals achieved since the last evaluation.:

Words: 0

Next   Save Only   Save and Exit

360 Evaluation

Describe your interactions with this individual and what this person does well. Please give specific examples.

From your perspective, **what could this individual improve** upon or further develop?

From your perspective, **does this individual embody leadership qualities**? Why or why not?

AP 7150 Evaluation

Reference:

Accreditation Standard III.A.5 (*formerly III.A.1.b*)

DRAFT

The District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District establishes written criteria for evaluating all personnel. The evaluation process assesses the effectiveness of personnel and encourages improvement. *All statements within the evaluation shall relate to job performance as specified in the position description, may include mutually agreed upon goals, and shall be supported by appropriate documentation, if applicable.* Actions taken following evaluations are formal, timely, and documented. *Employees involved in the evaluation or handling of evaluation materials or records shall hold all results of the evaluation process in strict confidence.*

Faculty members and classified employees shall be evaluated in accordance with their respective negotiated labor agreements.

Confidential employees shall be evaluated in the same manner as classified employees.

Administrators (for the purposes of this AP shall include educational administrators, administrators, directors, managers, and supervisors) shall be evaluated annually or more frequently on an "as needed" basis. The annual evaluation process shall include a self-evaluation and the immediate supervisor's evaluation. Once every three years, the evaluation process shall include a self-evaluation, a 360-degree peer review, and the immediate supervisor's evaluation. The administrator-evaluatee may suggest participant names for the 360-degree peer review process. The administrator-evaluatee shall receive a copy of the immediate supervisor's evaluation which, if applicable for that evaluation year, will summarize feedback received from the 360-degree peer review. Specific responses in the 360-degree review shall not be revealed to the evaluatee to preserve confidentiality and encourage open and honest feedback.

The immediate supervisor shall schedule an evaluation review meeting with the administrator-evaluatee. Mutually agreed upon edits may occur as a result of this meeting. When the immediate supervisor submits the finalized evaluation for the administrator-evaluatee's review, the evaluatee shall have ten work days to submit a response and e-sign the review. Once a review is officially finalized following the ten work days, no additional edits may occur.

If the administrator-evaluatee's overall performance is identified as "needs improvement," the immediate supervisor shall document desired goals for improvement and a reasonable timeline for demonstrated improvement to occur. This timeline for

improvement is not to exceed one year. At the end of the designated timeline, a follow-up evaluation shall occur.

If the administrator-evaluatee's overall performance is "unsatisfactory," the evaluatee may request that an evaluation panel be formed. This panel shall include the immediate supervisor, a representative selected by the administrator-evaluatee, and an administrator appointed by the Area Vice President who is not the supervisor of the evaluatee. The panel shall review all documentation including any rebuttals and responses from the 360-peer reviews. The panel may administer additional 360-peer reviews, hold conferences with the evaluatee, and/or require the evaluatee to present additional materials if appropriate. The panel shall establish a reasonable timeline for demonstrated improvement to occur but not to exceed one year from the unsatisfactory performance evaluation. At the end of the designated timeline, a follow-up performance evaluation shall occur at which point a final determination shall be made. At this time an unsatisfactory performance recommendation may lead to a recommendation for termination. If the immediate supervisor or panel recommends termination, the administrator-evaluatee has the right to appeal the recommendation as determined by the California Education Code.

Official performance reviews (comprised of the self-evaluation and immediate supervisor's evaluation) shall be digitally archived and electronically accessible by both the administrator-evaluatee and the immediate supervisor for the duration of the evaluatee's employment with the District.

El Camino College
Adopted: January 21, 2014
Revised: |

Ready to get your hands on Reviewsnap?

Roll out in phases
- Starting with Administrators in Fall 2018
- Followed by Classified Staff in Fall 2018
- Possibly Full-Time Faculty in Spring 2019

Hands-On Trainings
- In groups
- Recorded trainings accessible online
- Individually by appointment with your HR Technician

Guided Pathways Plan (Fall 2018)

- Current Activities:
  - Recruiting leads for program mapping in each division and for ECC Connect promotion and training
  - Planning program mapping and organizing tasks
  - Planning Sept. 28 workshop on Guided Pathways and meta-majors (Career Ladders Project)
  - Planning student focus groups
- Around the sixth week:
  - Leads will be trained and tasked
  - Program mapping will start in counseling division
  - Draft program maps will be discussed and cross-checked with teaching faculty in each division
- Last half of semester
  - Meet with CCC Chair and Curriculum Advisor for input about course numbering project
  - Update Academic Senate
  - Coordinate work groups; attend meetings when possible
  - Start discussions on milestones in counseling division
  - Leads will start training on ECC Connect

Webinar 1 of 5:

Cloud Core Curriculum and Project Outline
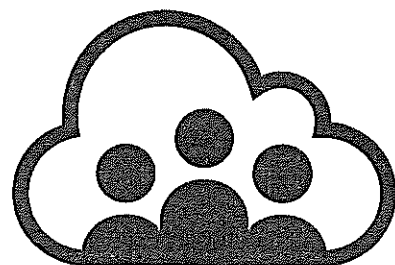
CALIFORNIA CLOUD WORKFORCE

Funded by the California Community Colleges Chancellor's Office under the LAOCRC Strong Workforce Program (SWP)

PROJECT DESCRIPTION:

Cloud computing jobs utilizing Amazon Web Services (AWS) have increased by 177% since 2014 with over 2,000 annual openings in LA County. The practical application of skills and industry certifications necessary for entry level jobs makes a cloud computing program appropriate for community colleges to enhance their existing IT, computer science, business or web design programs integrating cloud managed services. The LA Community Colleges produce 680 IT certificates for the entire IT occupations, which is less than annual openings in the occupations affected by cloud computing.

AWS has partnered with Santa Monica College (SMC) to develop college credit courses based on an AWS curriculum framework in cloud computing career pathways that begins at the high school and leads to industry certifications. The goal of the CA Cloud Workforce Consortia is to expand this common curriculum and develop a regional career pathway program and certificate.

PARTICIPATING COLLEGES:

Cerritos College
Citrus College
Compton College
El Camino College
East Los Angeles College
Glendale College
Long Beach City College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College

Los Angeles Southwest College
Los Angeles Trade Tech
Los Angeles Valley College
Mt. San Antonio College
Pasadena City College
Rio Hondo College
Santa Monica College
West Los Angeles College

Lead College:
Santa Monica College

OUTCOME 1:

COMMUNITY OF PRACTICE
Create a community of professional learners to develop cloud computing programs at each participating community college and partner high school.

OUTCOME 2:

CURRICULUM
Create a common curriculum to serve as the structure of a cloud computing pathway from high school dual enrollment to community college and transfer.

OUTCOME 3:

INDUSTRY ENGAGEMENT
Create a Cloud Computing Industry Council to engage with employer around pathway design and alignment across the consortium and work-based learning for students.

OUTCOME 4:

INDUSTRY CERTIFICATIONS
Align the pathway with industry certifications in cloud computing and include options for preparation and transfer to four-year colleges.
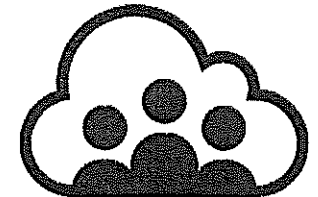

CONTACT:

Dr. Tricia Ramos
Project Lead
Santa Monica College
Dean for Workforce &
Economic Development
Ramos_Patricia@smc.edu
310-434-4040

Salomon Davila
Lead Project Manager
salomon@scopewave.com
323-252-8763

Nancy Cárdenas
High School Lead
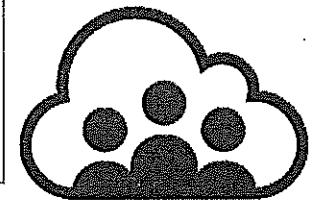Santa Monica College
Cardenas_Nancy@smc.edu
310-434-8621

Howard Stahl
Faculty Lead
Santa Monica College
Stahl_Howard@smc.edu

CALIFORNIA COMMUNITY COLLEGES
LAOCRC

CENTER FOR A COMPETITIVE WORKFORCE

CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

CLP | Career Ladders Project

aws educate

Industry Certifications - Develop a model to prepare students for industry certifications.

CERTIFIED

aws ✓ CERTIFIED

Rol

| Professional | AWS Certified **Solutions Architect** - *Professional* |

| Associate | AWS Certified **Solutions Architect** - *Associate* |

Foundational | ✓ AWS Certified **Cloud Practitioner**

AWS Certified **Cloud Practitioner** (optional)

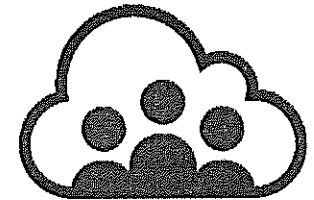**Cloud Practitioner**
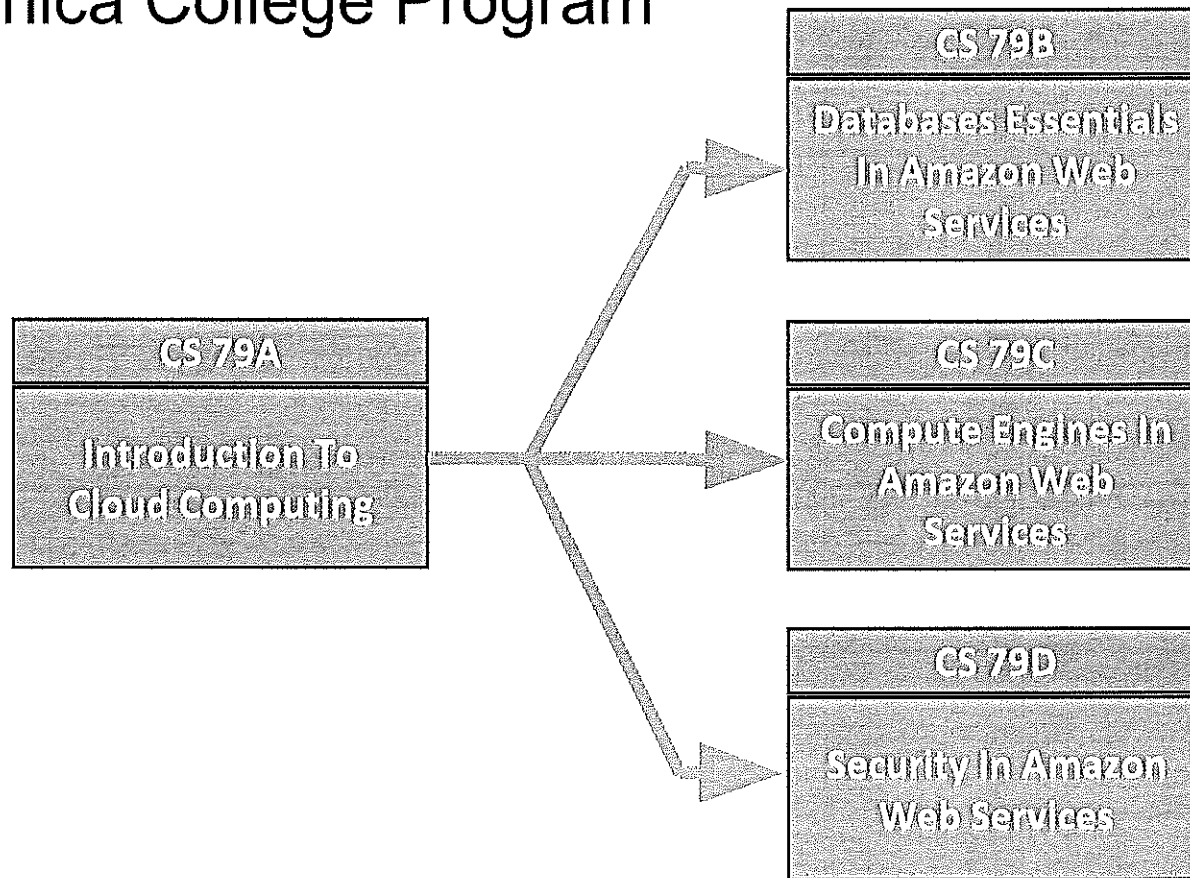
Architect
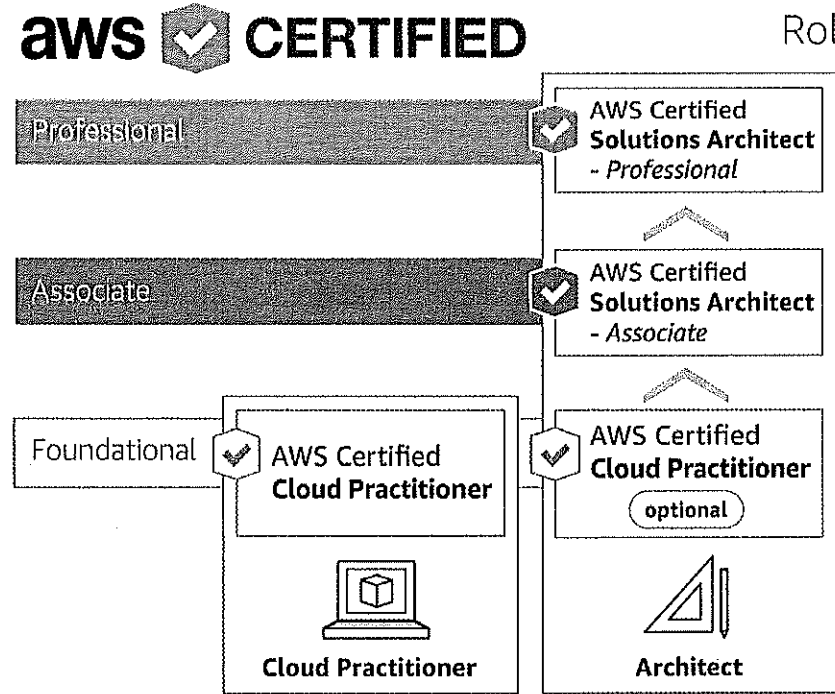
Long-Term Project Metrics

1. Number of students obtaining a certificate or degree

2. Students employed within 4 quarters of exiting program

3. Student change in earnings as a percentage
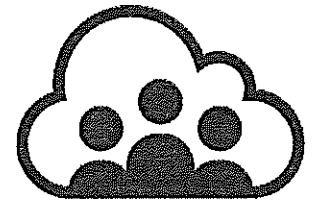
Industry Aligned Curriculum and Credentials
Santa Monica College Program

SANTA MONICA COLLEGE

CS 79A
Introduction To Cloud Computing

CS 79B
Databases Essentials In Amazon Web Services

CS 79C
Compute Engines In Amazon Web Services

CS 79D
Security In Amazon Web Services

Project Requirements

- High School Partner
- Professional Development
- New or Modified Curriculum
- Regional Participation
- Sharing successes and failures
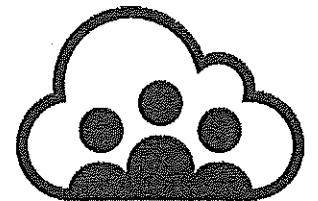
Coming Up...

- Webinars
    - 9/20 Student Services in Career Pathways
    - 9/27 AWS Technology and positioning within CC curriculum
    - 10/4 Work Based Learning and Certifications
    - 10/11 Local College Work Plans Q&A
- One-on-One meetings
- Important Dates
    - Oct 19th Public Launch
    - Oct 26th CA Cloud Workforce Project Symposium
    - Nov 256-Nov 30 AWS re:Invent
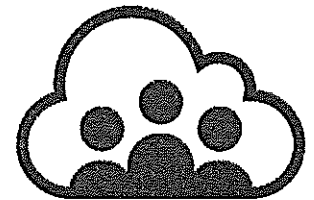
Governance Review Process

College Council

September 17, 2018

Consultation Committees

- Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations develop in collegial consultation committees emerge from discussion and input from all major college constituencies.

Consultation Committees

- College Council
- Facilities Steering Committee
- Academic Senate
- Planning & Budgeting Committee (PBC)
- Calendar Committee
- ECC Technology Committee

Observations on the Current Process

▶ Some aspects of the process are unclear or unknown.

▶ Within-committee evaluations are conducted regularly, but cross-committee evaluation is not conducted.

▶ Campuswide evaluations are conducted periodically and should be repeated for this process.

▶ Evaluation of processes is mandated by accredit at ion standards (e.g., I.B.7*)

▶ Connections between committees are not always clear.

▶ Committee purpose statements are general, not always clear, with activities and actions of committee members not apparent.

▶ College committees are typically "charged" with a specific role, but no charges are published.

▶ Roles and responsibilities of members not clear or not pract iced .

▶ Are we utilizing constituency groups and their representative s to achieve the goals of AB1725 and to the mutual benefit of employees and the College?

▶ What guides the development of goals for each committee? To which college-wide factors are they tied (mission, strategic initiatives, etc)?

▶ Previous evaluations of planning and consultation processes reveal the need for improvement.

▶ Making Decisions document is a flat, text-heavy document that lacks accessibility to the wider ECC community. It is also has a narrow focus on consultation and annual planning.

Action Steps/Timeline

▶ Spring 2018 - Initial Observations & Discussion

▶ Summer 2018 - Evaluation plan and instruments developed

   ❑ College Council review s evaluation process

▶ Form a Working Group to evaluate the process, design a new process using evaluation data, and redraft the Making Decisions document

   ❑ Chaired by Superintendent/President

   ❑ Membership to be determined
- ✓ Chairs or reps from main consultation committees (PBC, Tech Comm, Facilities)
- ✓ Rep from non-consultation committee
- ✓ Academic Senate Rep
- ✓ VP-Student Services
- ✓ Director, Research & Planning
- ✓ Student Rep
- ✓ Classified Rep
- ✓ Academic Affairs rep (CTE?)
- ✓ Other faculty rep?

▶ Fall 2018-Spring 2019 - Evaluation of Governance Process

▶ Spring 2019 - Review results of evaluations; design process

▶ Develop recommendations for changes

▶ Consultation process for changes

▶ Fall 2019- Develop draft of new document to replace Making Decisions (broader scope/title?)

▶ Spring 2020 – Final draft/Incorporate into planning process; final consultation

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission