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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, (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.



Academic Senate of El Camino College 2017-18

March 20, 2018

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

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

Adjunct (One-year terms)

Josh Casper (BSS) 17/18
Karl Striepe (BSS) 17/18

Fine Arts

Ali Ahmadpour 18/19
Daniel Berney 17/18
Diana Crossman 18/19
Russell McMillin 18/19

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth 19/20
Matthew Mata* 17/18
Catherine Schult-Roman 18/19
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Kristie Daniel-DiGregorio 17/18
Renee Galbavy 17/18
Michael Wynne* 17/18

Health Sciences & Athletics/Nursing

Andy Al Villar* 19/20
Traci Granger 19/20
Yuko Kawasaki 18/19
Colleen McFaul 17/18
Russell Serr 17/18

Natural Sciences

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

Business

Kurt Hull 18/19
Phillip Lau* 18/19
Josh Troesh 18/19

Humanities

Rose Ann Cerofeci 18/19
Sean Donnell 18/19
Ashley Gallagher 18/19
Pete Marcoux* 18/19
Christina Nagao 18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Paul Flor 17/18
Chris Halligan 17/18

Associated Students Organization

Bryant Odega

Counseling

Seranda Bray 17/18
Anna Brochet* 18/19
Rocio Diaz 19/20

Industry & Technology

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

President/ Superintendent

Dena Maloney

Division Personnel

Amy Grant

Ex-officio positions

Chris Jeffries ECCFT

Carolee Vakil-Jessop ECCFT

Library Learning Resources

Analou Josephides 18/19
Mary McMillan 18/19
Claudia Striepe* 18/19

Institutional Research

Irene Graff

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.

*Denotes longest-serving division senator (i.e., the "senior senator"). ^R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 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:

1st and 3rd 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. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.

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

Educational Policies. Chair: Darcie Descalzo. 2nd & 4th Tuesdays, 1-2, DE 166.

Faculty Development. Chair: Stacey Allen. 2nd & 4th 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. 3rd 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. 1st & 3rd Mondays, 1:30-2:30, Library 202.

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

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

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

Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

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

Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd 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, 2nd 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

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

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

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

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- Yuko Kawasaki
- Colleen McFaul
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- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao

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- 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:

- Walter Cox
- Asma Said
- Carolyn Pineda
- Irene Graff

Excused: J. Casper

ACADEMIC SENATE MINUTES

March 6, 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 second Academic Senate meeting of the spring 2018 semester to order on March 6, 2018 at 12:31 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-13 of the packet for minutes from the February 20, 2018 meeting. S. Di Fiori moved, A. Brochet seconded, there was unanimous approval of minutes.

KDD: Welcome to division personnel, Walter Cox, our deans' representative for this meeting. Let's say thank you to Walter for being here today. W. Cox: Hello and thank you. The first time I came to El Camino was 1986, right out of high school. Then I went away and came back and took more classes. I became an adjunct faculty in the art department for about eight years. I became the Associate dean in 2015. I have worn a few hats here, so I can definitely relate to the students. I like helping our faculty, staff and students and facilitating the whole process here. I enjoy seeing people launching their lives and careers while here. I handle a lot of the day-to-day things. Thank you very much!

KDD: For today's meeting, we have several people who need to be in two places at once. Barbara Streisand would have a suggestion for that, but we are going to do something a little less dramatic. Let's suspend the regular order of business, so that we can pick up with our unfinished business. S. Bray motioned, L. Kjeseth second. All were in favor of changing the order, moving onto unfinished business.

E. UNFINISHED BUSINESS

ECC Climate Survey: 2nd Reading – Beth Katz, Gina Park, Linda Clowers (pgs. 19-29)

KDD: I am referring you to the packet at your table for the Employee Climate Survey. We had a last minute revision, so we wanted to bring you the most current version. Thank you to our IR Team for always being open to input and feedback. Before we discuss this, I need a motion to endorse the climate surveys, both employee and student. L. Kjeseth motioned, C. Striepe seconded. Now we can discuss. My understanding is that there have been some minor changes. B. Katz: We added one question that is exclusive to the employee survey. We asked about whether employees feel prepared for a disaster or emergency situation. The wording was changed to an "armed intruder". There was a preposition change. We are happy to take questions or comments. KDD: One of the questions last time was "How will we action these items?" Would you like to talk to us about what is going to happen once we get the data from these surveys? B. Katz: Right now our timeline is that we are going to process our data over the summer. We will probably make the rounds in the fall. We will present to any willing audience who would love to hear about our results. We can make recommendations as to what action we take or should be taking. Or what areas we should be addressing. We will present that to decision-makers like yourselves. KDD: Will the results also be taken to groups like the Strategic Planning Committee? The ones who plan the steps we should be taking as a college? B. Katz: Sure; consultation committees, strategic planning, advisory committees, and ASO. It will probably be shared on the IR website. L. Kjeseth: I can't believe that two weeks has passed and my water bottle is still here. My one thought is, are we taking advantage of this design to look forward to when and as we become a Guided Pathways college? Are we asking enough questions about, "Do I feel guided, do I have a plan, do I know what I am doing as a student?" Are we getting baseline data to see if we improve? I know this is coming too late, but how often do we give this? B. Katz: The last time we did this it was 2013. The president would like to ramp it up to every other year. We will have to see how the time works out. Another survey in the fall is the SENSE survey, which is for entering students. That will give us a lot of baselines with new students. We can add custom questions to that. That will be a good opportunity. KDD: That makes sense, because those are the folks who have most recently been onboarded and introduced to a path. They are our most likely population. Thank you, any other feedback? M. McMillan: It would be interesting to have some questions related to the affordability of their education. What factors may be impacting their affordability. B. Katz: We are trying to get at that a few ways. One is the food insecurity questions. That is a tool from the USDA. We also ask all the different ways students are financing their education: parents, employers, loans, credit cards, savings, how many hours they are working. That may give us a more comprehensive picture than we've had in the

past. The Los Angeles Community College District did a comprehensive security study. KDD: All were in favor of endorsing the Climate Surveys for students and employees.

F. NEW BUSINESS

Guided Pathways Work Plan – Jean Shankweiler (pgs. 30-57)

KDD: We saw a similar document back in the fall which was a self-assessment. What you have there is the current draft of the work plan. Jean had to be off campus, so Chris Wells is pinch hitting today. C. Wells: If you look at this, we have all these columns. It shows you where we are on these elements that have been identified. It is an outline of what we plan on doing. A lot of this we are doing to some degree already. A lot we need to scale up. Some needs to be investigated if we want to create something. This is basically a timeline of when we think we will adopt or not adopt or look at or investigate. This is part of what is necessary to go to the Chancellors Office, so that we can be certified as being a Guided Pathways recipient for the grant. Part is attending the workshops. This is documenting our process or plan. It doesn't mean we are going to do it, it is our plan. We are not committed to anything, but we are planning. If there are any specific questions, please ask. It is very ambitious. In an ideal world, people will be reading the books that are out there. One is the Guided Pathways book, another is Broken Promise, which I think is more realistic. There is tons of stuff on the website. The AB 705 stuff is tied in with this. Starfish (ECC Connect) is in with this. These things are integrated under the umbrella with this. L. Kjeseth: This is confusing what the timeframe is with this particular document. C. Wells: The time period of the grant is five years. A. Brochet: This is through the summer of 2019. KDD: Other questions or comments? We will bring this back for a second reading at the next meeting. You will have another chance to review and digest. C. Wells: It is due March 31. KDD: Thanks Chris!

BP/AP 4226 Multiple/Overlapping Enrollments: 1st Reading – D. McClelland Descalzo McClelland (pgs. 58-59)

KDD: At your table you have the CCLC templates. These are legally required, they are not currently in place. I will turn things over to Darcie. D. Descalzo McClelland: Over the next few months, you are going to be hearing from me on a regular basis. We need to ramp up and get ready for accreditation. There are a number of BPs and APs that we don't currently have in place that in order to get accreditation, we have to have in place. The Ed Policies Committee is working in consultation with Dr. Shankweiler to make sure that everything we need to have in place for accreditation to go smoothly, is there. These are the first two that we have for the first reading. The changes that we made are crossed out and it appears in gray. Next to it we clarified wording in each of them. This deals with multiple and overlapping enrollments. A student cannot be enrolled in two or more sections or two or more classes that meet at the same time. It protects you from having your student leave your class early so that they can go to another class. We had that conversation in our Ed Policies meeting, even if there is a one minute overlap they can't do it. C. Wells: Has there been anyone looking at students or instructors that are teaching overlapping classes? D. Descalzo McClelland: I'm not sure. C. Wells: We had an instructor who was teaching here and at Harbor and the classes overlapped 15 minutes. P. Marcoux: That is the dean's responsibility. R. Cerofeci: What does it mean that they will be dropped in all but one section of the course? D. Descalzo McClelland: Sometimes students register for two different classes at the same time, but it also happens that they are shopping professors. They enroll in different sections of the same course with different professors. This means they will only be allowed to stay in one section.

KDD: While we are in stabilization, we don't want to have one body taking up space in two sections. Or the other thing they like to do is register for English 82 and 84, drop 82 and essentially skip a prerequisite. O. Villareal: That applies to shopping professors, not overlapping time. What happens then, it's not distinguishing that? What if a Math class and an English class overlap? C. Wells: We need to make the distinction between classes and courses. KDD: It covers multiple and overlapping courses. R. Cerofeci: There are two different policies really; one is overlapping time and the other policy is dual enrolling in the same section. You wouldn't drop them from one section if they had two classes, a Math and an English class that overlapped in time. KDD: Maybe that should say procedure. Do we have suggestions for how we might revise this? Carolee: I think the procedure should be more specific in how they are doing to determine which course is dropped. If they just withdraw students from sections that could affect low enrolled classes, is that class going to make it? That could affect a full-timer and they could lose that section. I would like to see more specificity in how they are determining which class is dropped. This is not really a procedure, this is just words. How are they going to do this? KDD: We do have a process for that, but it is not spelled out. If it is a procedure, it needs to spell it out. S. Bray: Could

we have two different statements? One for overlapping enrollments and one for multiple enrollments? The first part of the policy is confusing.

D. Descalzo McClelland: I will talk to Jean, this was specifically to address students who were taking two classes at the same time. KDD: When you say at the same time, you mean in the same semester? D. Descalzo McClelland: Yes. An example is that “Class A” is from 2-4:00, “Class B” is from 3-5:00, and students are enrolled in both. C. Wells: It needs to be more specific, we need to distinguish between classes and courses. Carolee: A time period for this to occur needs to be specified, because a student could lose their financial aid if they get dropped from a class that overlaps by five minutes with another class. There are a lot of things to consider here. This would need to happen during the add period. The third week of school is too late. C. Wells: We have had discussions in the past, we didn’t have the technology to do this. KDD: We are working on it, it is on the long list of things to do basket. A. Brochet: In the past, students couldn’t enroll in the same class. I think there is a glitch, because I have definitely seen it happening. I was not aware that students could register for two sections that overlapped by even a minute. J. Young: Shopping for a professor is not a bad thing. I have heard of students getting several schedules of classes at different campuses, so they can get the schedule of classes they need. I have a question. Is it true that, when we have times where there are lots of holidays, classes are longer? So that starts to interfere with other classes that students take. C. Brewer Smith: It is the same with vocational classes. To make up for that time, our classes may go a little longer. C. Striepe: If we are looking at the business of multiple and not time, how would it look if you took one in real life and one online? KDD: I don’t know. A. Brochet: I don’t think there is a problem in shopping for classes, that is their right to do. In the past, what would have happened is that they could have waitlisted for the popular teacher, so they go ahead and enroll in an open section. Once they got up from the waitlist, they gave them 24 hours to drop this one, so they can enroll in the waitlisted one. They can literally enroll in both. In that past, they wouldn’t let that happen.

R. Cerofeci: Who is dropping them? KDD: A&R. This has just started recently because the senate requested that this issue be addressed. Now we are getting reports that show who is in overlapping enrollments. The deans reach out to those students, ask or encourage the students to pick one, and they give them a certain deadline. After that deadline, if they are still enrolled in two, A&R drops them. We are trying to clean it up because it is killing our enrollment. I think what we’ll do is we will take this back to Ed Policies, get some consultation from A&R. These are great questions, and sometime the CCLC templates aren’t comprehensive enough. This is an example of that. L. Kjeseth: I would like to see the procedures spelled out and reasons to make some exceptions. We have been a college that has resisted block scheduling for a long time. So we end up with, far more than other colleges, courses that overlap in their start time by five minutes or less. We have not been willing to go the route to try and avoid that from happening. We need to be able to recognize that there are situations where a student may really need to do this because they have family obligations and jobs. So why hold them back for a semester or a year when there is a five-minute overlap for two courses. I would like to see that addressed as well. A five-minute overlap doesn’t seem fair. KDD: Good point, we don’t need to spell out the specificity of what those exceptions are. Thank you very much!

BP 3050 Code of Ethics: 1st Reading – Darcie McClelland Descalzo McClelland (pgs. 60-61)

D. Descalzo McClelland: This is BP 3050, our Code of Ethics. This is needed for accreditation and we don’t have it. There will be in the future a procedure that will go with this policy. The policy is required for accreditation, the procedure is not. We have been discussing whether within the procedure we want something specific for faculty that is different for all employees. Those discussions are still happening. This is just the policy part of it and it governs all employees. Dr. Shankweiler had a task force that had representation from faculty, the Federation, administration, and classified. C. Vakil-Jessop: This is something that came up in the Federation, because of discipline that could occur. A part-time faculty member was terminated at the beginning of the semester because they were upset and told someone “to shove it”. That was behavior unbecoming a faculty member. I said that was freedom of speech, and it wasn’t done publically, it was done privately. That faculty member got their job back. If they hadn’t come to us, they would be gone. I would caution to be careful with what this says, particularly when they get to procedure. I know they say they won’t do this in accordance with the collective bargaining agreement. Once this is in place, this is the work environment, and communications with you and your colleagues, your superiors, your students, and they have already shown their hand and they will use this for discipline. Right now we don’t have anything specified in the contract for verbal language or behavior of this kind. It talks mostly about teaching in the classroom.

C. Wells: Is this required? KDD: Yes, for ACCJC. There is not a CCLC Template for this. There is a CCLC template for the procedure. But there is no wording to it, it says develop something based on your local practice. C. Wells: Did we look

at other colleges? D. Descalzo McClelland: Yes, several others, from Santa Monica and LA City and a few others. KDD: The Federation was represented on the task force. Carolee: The policy wasn't in place yet. A. Ahmadpour: This is very open ended. This is asking for trouble. There will be lawsuits, we need to look at other colleges. Look at the environment now. Consult with an attorney, do not rush a policy like this. C. Vakil-Jessop: At minimum, before this passes, we should have a reopener with the district on disciplinary issues. This is freedom of speech in an academic environment. Who defines professional standards of conduct? There is no definition there. C. Wells: Maybe we need to revisit Academic Freedom. KDD: Is that policy or contract? Carolee: Both. Policy comes from what is negotiated in the contract. This has not come that way. S. Donnell: One of the main reasons historically, we never covered anything like that in the contract is that once you put language to it, it takes on life of its own. This goes back a long way we never wanted to impose a code of conduct on faculty members. As with others, we should be cautious. S. Di Fiori: I have a different point, accountability. I am referring specifically to substitute teachers. The policies are wildly different between divisions. Many divisions have no guidelines for instructors. Some of us are making it up as we go along. It could potentially be seen an accountability issue, because it's not the instructor of record. I don't know what goes on across campus, but it differs. It might be a Federation issue. The contract doesn't cover instructions for reporting absence or switching classes. C. Striepe: We should add college policies to the last paragraph.

KDD: Claudia is our accreditation co-chair, she will have a sense of when we need to get this finished. C. Striepe: We should have things by the end of the 2018, they will come late spring. D. Descalzo McClelland: One of the things that would help me out, because this came to me and I didn't think it was going to be an issue. This all seemed fine to me. I need to know specifically what issues there are and what a solution would be. Our committee does have Federation representation. Our committee was OK with this, they thought everything was fine. This policy doesn't address discipline at all. I don't know what people want, and I am happy to oblige, but I need to understand what direction we need to go. KDD: Folks need to give you specific feedback. They can email you directly. We could have an Ed Policies meeting where we let folks know that this is going to be on the agenda. Then we have folks come to the table and talk about it. That is where we hash out the details. C. Wells: See what the ACCJC requires. Carolee: Anytime you have language like "demonstrate a high regards for the rights of others," what does that mean? Who is making that decision? For me, this is just a cesspool of problems. Because the person I helped the first week of the semester has been here 20 years and never had a problem. People may think, "Oh, I wouldn't have a problems with that." And maybe you don't until you do. We need to know what the rules are. KDD: It is very important to have a policy. We have one for students. We have one for BOT members. S. Donnell: The Ed Code has some things regarding disciplinary action and when it should be taken and under what circumstances. I don't know the actual Ed Code number it is very vague. Carolee: The courts in California have been historically labor friendly, but I wouldn't count on that. The more proactive we can be, the better off we'll be. KDD: If Jean were here, she could answer some of the questions that have come up.

L. Kjeseth: Who authored the draft that is here? It says reference the standard III.A.1.B, and I look and there isn't one that I can see. That is odd, and I know the ACCJC covers colleges that are outside of California. Many California Community Colleges have used the guidelines that the CCLC has developed for our BP's and AP's. Is this a draft or is this homegrown? Who authored this? KDD: There is no CCLC template for this. D. Descalzo McClelland: I can tell you who authored it. There was a committee comprised of C. Jeffries, A. Brochet, R. Natividad, J. Hutchinson, E. Gutierrez, R. Davis, and Dr. Shankweiler. C. Wells: I was looking at the Kern County one, is totally different with a different tone. The first thing it talked about was academic freedom. I think we need to look at a lot of other templates before we sign off on this. A. Brochet: I can provide some feedback. We actually only met once, the rest was done through email. We all brought a lot of other colleges standards for this area, and we collectively thought about what we thought was important to include. We tailored it, because some things were redundant. Again, I am on the same page as you, I never had that lens to look at it and see that people could get fired for those things. We thought honesty is good, and I didn't see how misconstrued this could be. C. Vakil-Jessop: When looking at a policy like this, you also have to look at the contracts that faculty have at those institutions. It may say in their contract that the BP can't be used as the sole purpose of discipline. If that wording is in their contract, then they aren't so worried about the BP and what it says. We don't have that. KDD: You are suggesting that we open that? C. Vakil-Jessop: Yes. KDD: Can we do this to have our code of ethics in place by the end of 2018? C. Vakil-Jessop: Yes, I don't see why not. KDD: We have some work to do and we will get back to you. Thanks everyone for the feedback!

G. INFORMATION ITEMS –DISCUSSION

Senate Evaluation (pgs. 62-66)

This is the results of the survey from the fall. Thanks to those of you who responded. Our eboard had a planning summit a couple of weeks ago to talk through some of the feedback and make some suggestions for strategies and next steps. One of those ideas is next time we do a survey, we will have you bring laptops so we can increase our response rate from 32%. Or we will have Pete bring in the Chromebooks we keep hearing so much about. Thanks to those of you who did respond and we'll hope to get the number up next time. If you had a close look at the evaluation, it is a template that is used for all the collegial consultation committees. They are asking about two key areas. Number one - Is this group fulfilling their purpose on campus? And number two - What is your experience as a member of this group? Do you have a clear sense of what your purpose is? Are you kept informed effectively? Some of our strengths are falling into each of those two areas. Some of the questions are talking about the function of the committee.

Look at page 66 of the packet. I have tried to make this a little simpler to digest. Go to the column that at the top has 2017. This first part of that column is highlighting our areas where people had the highest agreement or our highest scores. At the bottom portion is our lowest scores. It shows our strengths and our areas of improvement. The top half of the table shows that the senate is fulfilling its purpose. The % there is showing our improvement from the last time we did this evaluation in 2015. Claudia and I had a chance to touch base and we agree that the strong work that she and Chris Jeffries did as co-presidents set the stage to make progress. The remaining comments are talking about your experience as a member of this committee. You can review the committee's purpose, review the making decisions document, do you have a clear understanding of our purpose, your role on this committee, and do you receive supporting materials in advance.

In terms of areas of improvement. There are two key areas and they are interrelated. It has to do with your role communicating the people you represent. The senate functions on representative governance and each of you represent 12 of your colleagues. In general, faculty are engaged with the senate. 62% of you agree that you have a regular practice of communicating with constituents. 81% said that the goal to strengthen faculty involvement was completed. The questions related to our goals were a little bit different than the ones asking if you feel like you understand your role on the committee. When we designed our goals for the year, some of these are ones I hope we never complete. We are always working towards improving and making sure faculty have a say in academic and professional matters on campus.

We have done a couple of things. In our planning summit we talked about a few of strategies. First, moving the agenda to the first page of the packet so hopefully it makes it easier for folks to understand what's happening. They can see if there is something of interest and then join us. We are going to use Canvas to create a senate cohort in the fall. Then whenever you go onto Canvas, you can see the senate and maybe that will be a reminder to encourage you to stay plugged in. We are going to ask the senior senators in each division to identify someone who will be the reporter, and we'll note that. On page two of your packet, see the asterisks telling us who the senior senator is? We are going to add a notation to reflect who the reporter is for each division. Before the next meeting, the senior senators please let us know if you are going to serve as the reporter, or if another senator is going to serve as the reporter. You can share some information by bullet points at division council. You could post information in the mailroom. There are a lot of other strategies you could use. We just need a point person who will take ownership for helping get word out. S. Bray: Our division uses google docs to get information out. C. Brewer Smith: There are four of us from I&T and we all share so things get out at every division meeting. KDD: We have asked the deans to add a standing item on their agenda for Academic Senate. Another proposal is to make a small sign that says you are a senator for your office door. Maybe people will thank you for your service in representing the division. It can refer to the website for more information. The sign would be inconspicuous. We laminate something about the size of 3 business cards. C. Wells: The faculty mailbox might be a better place. D. Berney: Something centralized to the division. KDD: We will talk to the admins about this. Another area for improvement is ensuring full faculty involvement. 81% of you said the goal was completed. Obviously this is something we want to continue to work on, we don't want to ever feel like we are finished with this. Some strategies: We are going to continue to make progress on our measures. These are our objectives and goals which are listed on page four of your packet. We are going to continue to work on the faculty handbook, the flex credit matrix, and policies. We are revising surveys and reporting forms for the faculty evaluation. We are looking forward to a presentation by the Federation soon at an upcoming meeting. All that is coming to you. It is not going to happen without your input.

A couple of comments that we wanted to respond to. New senators, we do encourage you to contribute. We value your energy and involvement in the senate. There was a comment that sometimes it is a little intimidating for our new senators to chime in when we have so many experienced senators. Experienced senators we're not asking you not to participate. Just to pause sometimes so we can hear some new voices. There was a request for more flexibility in our agenda. A comment about why do we have to vote if we are going to change the order of business. Our bylaws say that we have to

follow a specific order of business. That is one of the things we'll fix when we revise the constitution. We can say that these are the topics that we'll address, then it will be up to us to determine the order. Apologies for that clunkiness in the procedure. Any other comments?

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 14-15)

In the interest of time, I'm going to hit on a few of these highlights. Food service vendors. We have four companies that have been invited to bid. We need a faculty rep. Would you like to try some food from some outside vendors? Let me know. We are renegotiating our contract with the food outlets on campus. Our current provider is among the four. We need someone from the committee to identify what the key criteria are. You get to sample the food when that occurs. (There was lots of mumbling and laughter at this point). A. Josephides: Whoever is on this committee to look at vendors should also be assessing how those employees that work in these cafes treat or mistreat our students. The cost of the food should also be assessed. Sometimes an arm and a leg is the cost of some of the food. I have witnessed these employees mistreat our students. I have had to tell them to be mindful how they are speaking to our students. KDD: Good point, thank you. A. Brochet: Does it always have to be one vendor or can it be multiple vendors? KDD: I'm not sure. Vice President Brian Fahnestock said it isn't viable for some organizations to come on campus because of the capital they have to invest. So that limits our options. C. Wells: That isn't true on other campuses. Can we invite him to come so we can talk about this? We already have four vendors and they have been preselected. Our food service gets worse and worse. R. McMillin: We should consider food trucks, they are so amazing now. It's not like it used to be. Maybe we could have a rotation. A. Ahmadpour: What happened to the bake sales and students making money for their clubs? B. Odega: We should also think about this for the negotiating process and possibly get a minimum rate for debit and credit cards so they can be used. Most of them use cards to pay for things. They may not have a lot of cash with them.

Our lock down shelter in place drill is coming up next Thursday. You have a tool at your table that Dean Deb Breckheimer made this to help prepare your students and yourself. You will be seeing it on your listserv very soon. It refers you to some resources for more information. It will help you prepare your students for the drill.

b. VP – Compton Education Center – Paul Flor

Unable to attend. Chris Halligan reported instead and noted that Compton still has their accreditation. (Laughter.)

c. Chair – Curriculum – Janet Young

There are some pending Title 5 changes. A Certificate of Achievement is what appears on students' transcripts. A certificate of accomplishment does not. Previous requirements are the ones in yellow. Right now, any certificate that is 18 units or above must be a certificate of achievement. They are changing that and bringing it down to 16 units. So 16 and above will be a certificate of achievement. Previously, 12-17 could be a certificate of achievement or accomplishment, you had a choice. Now they are bringing it down to eight units. A certificate with as few as 8 units could be considered a certificate of achievement and would go on a student's transcripts. Previously, 6-11 units had to be a certificate of accomplishment, now 6 – 7 units will work. A lot more work goes into certificates of achievement, especially if it's a CTE program. It has to go through the LAOCRC, there are a lot of different steps and it has to go through the Chancellor's Office for approval. Certificates of accomplishment are locally approved. We want to encourage anyone who is developing a certificate. What we don't know yet, is will this be retroactive? When will this be in place? The Board of Governors are voting on this in May. C. Wells: Stackable certificates, does it address that? J. Young: Stackable certificates are low unit certificates, maybe six units. Then after that they can take more classes for the next certificate. There is a push to develop more certificates. Some of our funding will be based on the number of certificates of accomplishment and achievement and degrees that we offer. If it is meaningful, and it is something that the students can use to get a job or a promotion at their job, then we should be looking at developing it.

d. VP – Educational Policies –Darcie McClelland Descalzo McClelland

D. Descalzo McClelland had to leave early for a faculty meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 15-16)

I have two reminders that are the same from the last meeting. The faculty book club meets this Friday for the first time. We hope you will consider joining us. They are reading “Redesigning America’s Community Colleges” which has been pivotal in the discussion centering around Guided Pathways. Informed & Inspired and the student empowerment dialogue series are meeting for “Muslims in America”. The FDC has partnered with them with our Informed & Inspired series. Last week we met with a student panel and two of our fellow senators were there, Claudia and Analu. Would you like to say a word? I didn’t ask them before, so I am putting them on the spot. C. Striepe: They were very informed and very articulate with the issues and some advice. At the next meeting, we will be having our dialogue. A. Josephides: I wanted to add that it is important for us as employees of El Camino College to engage in the opinions of the student body. Our opinions are very different. When we listen to our students and where they are coming from, it was quite informative coming from an individual who is living and breathing exactly whatever it is they are expressing. I encourage everyone to attend these so you can walk away being informed and inspired! S. Allen: We have had six or seven of these student panels and I do encourage you to come. It is great to meet our students in an informal setting. Many of us don’t get to do that outside the classroom. C. Wells: Is it possible to video record these? S. Allen: We can consider that. Kristie mentioned our goals earlier. The FDC is working on the flex matrix still. The faculty handbook is coming our way.

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

There was a reference made to the new funding formula for the community college system. I spoke to Vice President Fahnstock about coming in and presenting to us basically what that funding formula looks like and what it could mean. I think as a body we want to get ahead of this. When the funding changes from how many butts are warming seats, to having a very significant contribution based on what the grades are, I think that we need to have control over issues like grade inflation and other things along those lines. We need to think about this proactively.

g. VP – Academic Technology – Pete Marcoux (19-25)

KDD: Pete had to attend a faculty meeting, so we’ll roll on to Russ.

h. VP – Instructional Effectiveness/ALC/SLO’s Update – R. Serr (pg. 26)

The ALC committee meets Monday, everyone is welcome. Agenda items include this year’s assessment. Our SLO and PLO assessments are due in TracDat. Our numbers are not very good. I’m hoping that Thursday and Friday TracDat just blows up with everyone putting their assessments. In the past, we’ve been very good with completion rates. So I’m hoping everyone just waited until the last minute. I went to the SLO Symposium. It was very interesting that there were 50 colleges there, and 50 colleges do their assessments differently. I was talking to some other people and a lot of schools are still struggling getting by-in from all the faculty. Most people are really impressed with the model we have and that our assessments feed into TracDat. It contributes to the justification for Program Review which feeds into Program Planning. I think our model is one of the better ones. Some others are using Luminum or homegrown platforms to do their assessments. They are able to disaggregate data possibly. The way that their process is, they are missing things that we capture. There are pluses and minuses to each one. Program Review. There are a few Program Reviews from 2017, the final drafts aren’t in yet. If you have one of those, please turn it in ASAP so we can post them to the website. 2018 Program Review you should be starting with your surveys if at all possible, now, to get a head start. The new template we used for the first time last semester and we got some great feedback. But we also had some recommendations for improvements. We followed some of those recommendations, so now it is more user friendly. The template should be better this year. That makes the whole process a little easier.

The Accreditation Institute. KDD: Please give us a little summary of the Institute. Then at the next meeting we’ll provide an overview of the process. R. Serr: Sure, I’ll cut it short. The accreditation summit was great. We had a nice team, Dr. Maloney was the only president there. She is right there in the accreditation process. When you talk about accreditation and the ACCJC, you see all kinds of weird things. The reputation is not good. There is new leadership at the ACCJC, the whole tone of accreditation is now different. They are not fighting through the weeds to try and ding people on things. They want us to celebrate the things we do well, and acknowledge the things we need to improve on. As long as we have improvement policies in place, and processes for continual improvement, then they will help us to create a report that will be reflective of the college. They are working with us and it is a much better tone than the last accreditation. They don’t want a 500 page report. They want it more scaled down. In the past, if there was something mentioned at academic senate, we just took all the minutes and put them in. But they don’t want us to do that anymore. Right now we are

collecting and gathering evidence. Then we'll start writing. At the end of the Institute, on Saturday, Compton did a presentation that was really good on how they lost their accreditation and how they got it back. Everyone was very impressed with their presentation. Kudos to them! We'll talk more about accreditation, because it will be a hot topic. You may have people on the teams contact you about helping us gather some evidence. If that happens be receptive. We have large teams that are broken into small teams, that way one person isn't doing a large amount of work. KDD: Thanks for representing and serving!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Unable to attend because of an off-campus meeting.

Ross Miyashiro – VP of Student Services

Unable to attend because of an off-campus meeting

Distance Education Advisory Committee – Renee Galbavy (pgs. 17-18)

Presentation tabled to the next meeting.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development; AP 5500 Standards of Student Conduct
Noncredit Courses
South Bay Promise Program
Planning and Budgeting
Zero Cost and Low Cost Textbooks

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:57 pm
TG/ECC Spring 18



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:

- College Council: Working on intensive effort to catch up on legally required BPs/APs.
 - Three, day-long summits this semester.
 - All College Council Minutes are available @:
 - <http://www.elcamino.edu/administration/campus-committees/college-council/minutes.aspx>
- Bridging Study: Consultant visited week of March 5th to gather input re: ECC's internal strengths and unique qualities.
- IEPI Project Resource Team: Visited March 6th. Focus is on Strategic enrollment management. Robin Dreizler is Project Director and visited February 20th Senate meeting to preview the process and objectives.
- Contract for new class scheduler: Approved at February Board of Trustees. Allows students to input their availability and retrieve courses that accommodate their schedule. Average increase in enrollment 1.4 units/student.
- Construction on campus: "fly-throughs" available on ECC website and BOT agenda
- [https://www.boarddocs.com/ca/eccd/Board.nsf/files/AW2V2U7D0347/\\$file/Facilities%20Bond%20Program%20Board%20Presentation%20-%20Feb%2026%202018.pdf](https://www.boarddocs.com/ca/eccd/Board.nsf/files/AW2V2U7D0347/$file/Facilities%20Bond%20Program%20Board%20Presentation%20-%20Feb%2026%202018.pdf)
- ECC goes to DC (and Sacramento): Representatives met recently with a variety of legislators in Sacramento and Washington, D.C. Look for chance to get involved in advocacy efforts.
- Faculty Leadership at ECC: Thank you: to these faculty for stepping forward to serve on search, appeals, or evaluation panels:
 - Julio Farias (Psychology)
 - Randy Firestone (Philosophy)
 - Renee Galbavy (Psychology)
 - Yuko Kawasaki (Nursing)
 - Jennifer Montgomery (Childhood Education)
 - Irene Mori (Art)
 - Jessica Padilla (Life Sciences)
 - Anne Valle (Life Sciences)
- Congratulations to faculty approved for sabbaticals in 2018-2019:
 - Tanja Carter Fall 2018 – Formal classwork to gain fuller understanding of the

- pedagogy of online teaching and learning.
- Diana Crossman Fall 2018 – Independent study to observe, research, and evaluate a new method of teaching Public Speaking/Coms 100.
- Jason Davidson Spring 2019 – Independent study to research the art of storytelling to create a resource for instructors who teach public speaking.
- Greg Fry Fall 2018 – Independent study to observe ways that the courses Differential Equations and Linear Algebra are structured at different schools.
- Elise Geraghty Fall 2018 – Formal classwork to enroll in post-baccalaureate level courses in the TESL/TEFL program.
- Amy Himsel Fall 2018 – Independent study to learn a new pedagogical framework – the flipped classroom – and apply knowledge to teaching.
- Stephanie Schwartz Spring 2019 – Independent study to attend and conduct Oral History workshop classes to increase students’ interest and skill in critical thinking, listening, writing, editing and presenting.

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 by April 6th.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 15, 2018

MEMBERS PRESENT

- | | |
|--|---|
| <input 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 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: G, Robertson, S. Waterhouse

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

Other Attendees: A. O’Brien, L. Justice

The meeting was called to order at 1:04 p.m.

Approval of the February 1, 2018 Minutes

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

Enrollment Update– J. Shankweiler

1. The enrollment report presented showed the FTES for the college was up by 26 as compared to this time last spring. We currently are 385 away from our FTES goal at this time which is a 1% increase. It was noted as of today’s figures we are down 80 FTES. This drop is probably attributed to the faculty doing their student no-show reports. The goal is to achieve or get close to 8,057. At the March 15 meeting the committee will be discussing the funding formulas.
2. The last day to add will be Friday, February 23. Monday-only classes have until February 26 for the students to add as they are 14-week classes and are part of the short-term calendar.

South Bay Promise – J. Ortiz (handout)

1. The South Bay Promise was implemented at El Camino College in 2014 and served 12 students during the first year (2014-2015). Each year the number of students served by the South Bay Promise has steadily increased. As of this coming fall 2018, it is anticipated the South Bay Promise will have 500 students on campus.
2. The SPB expanded in 2017 to include not only Centinela Valley and Inglewood High School Districts but also Torrance Unified (four of our district high schools). In 2018 the SBP became open to all high-school districts within the El Camino College District.
3. To be eligible for the SBP, it is required that the students reside or graduate from a high school within the district and they complete the financial aid application, FAFSA, or California DREAM Act application. The students also must complete core services which are orientation, assessment, and educational planning. These need to be completed by April 30. The application form for the SBP must also be filled out and handed in to the Admissions office or emailed to southbaypromise@elcamino.edu. This form helps students get connected to the appropriate services

and programs and to provide that intentional outreach to ensure they get the information they need. An additional requirement being asked of the student is for them to be a part of one of the student success programs. These programs are as follow: Student Athlete, Honor's Transfer Program, EOPS, or First-Year Experience.

4. To achieve the goal of attaining 500 students, the SBP will be hosting high-school students at El Camino and also going out to the high schools to assist with completing core services. Currently 150 applications have been received. There are additional applications still outstanding as high-school counselors are still holding on to some for one reason or another.
5. The Foundation has been working on fundraising for the SBP. Currently their funding shows a balance of \$130,000. They are expecting to announce some large gifts at the May 11 signing date. For those students who will not be receiving funding through the Foundation, they will receive the support, if eligible, through the California Promise Grant.

Enrollment Management Area Restructure – R. Dreizler (handout)

1. A copy of the new reorganization of Student Services was reviewed by the committee. The area is broken out into two areas: Enrollment Services and Student Support Services. R. Dreizler defined the Enrollment Services area as those programs that are involved with bringing students on board to the campus. Student Support Services will be programs that are designed to assist students through the process once they are here at El Camino. It was noted Idania Reyes is the dean for the Student Support Services and Robin Dreizler is the dean of Enrollment Services.
2. Lillian Justice was welcomed and introduced to the committee as the new Registrar in Enrollment Services. It was noted R. Dreizler and Lillian Justice now have different roles than their predecessors.
3. R. Dreizler clarified that the South Bay Promise is not a program. The South Bay Promise is a coordination to get students into the support programs. Students will be identified as South Bay Promise students.

Adjournment – R. Natividad

1. The meeting adjourned at 1:28 p.m. The next meeting will be held on **March 1, 2018** at 1:00 p.m. in Library 202.

RKN/lmo



Assessment of Learning Committee (ALC)

Monday, October 9, 2017

COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Jenny Simon

Recorder: Isabelle Peña

Attendees:

Compton Coordinator – Hoa Pham
Behavioral & Social Sciences – Janet Young
Business – Evan Hess
Fine Arts – Vince Palacios
Health Sciences and Athletics – Russell Serr
Humanities – Kevin Degnan

Industry & Technology – Merriel Winfree & Bruce Tran
Library LRU – Claudia Striepe
Mathematical Sciences – Susanne Bucher
Natural Sciences – T. Jim Noyes
Compton Division 1 – Hoa Pham

Guests: Dr. Jean Shankweiler, Vice President – Academic Affairs
Cynthia Smith, Industry & Technology Division

MINUTES

Call to Order: Meeting was called to order at 2:35 p.m.

I. Approval of Minutes

- A. Follow-up of discussion from last meeting of TracDat changes in the “Assessment Results” section:
 1. “Percentage Met” field has been added; however, Russell S. stated that some faculty mentioned to him that it is not “user-friendly”. Isabelle P. stated that when adding a custom field in TracDat, there are only 5 entry types to select from: Date, List (Drop down menu), Long Text, Numeric, and Short Text. When creating this field, Isabelle selected “Numeric” for the entry—only numbers (including decimals) can be entered in this field.
 2. “Reviewer’s Comments” field: After additional discussion, the ALC members in attendance preferred not to use this field at all, so Isabelle will change the label for this field to read “**SLO Office Use Only (DO NOT USE)**”.
- B. Jenny S. moved to approve the minutes for the 9/11/2017 ALC meeting with corrections; motion was seconded by Janet Y. Motion was carried.

II. Reports

- A. **Spring/Summer 2017 Assessment Status Update** – Russell Serr
 1. Completion percentage of PLO assessments have been consistently low every semester. Russell S. asked everyone to remind their faculty to start their PLO assessments early; he mentioned a few faculty have requested to have the PLO assessment due date pushed back a couple of weeks since they use the SLO assessment results for their PLO assessments. Russell asked Dr. Jean Shankweiler if it is okay to have the 3-week deadline for the SLO assessments and a 5-week deadline for the PLO assessments. Dr. Shankweiler stated that she was okay extending the PLO assessment due date two weeks even though the ALC determines the deadlines for the assessments. She did not recommend extending it further into the

semester (e.g. 6 weeks or 8 weeks). The ALC members in attendance also agreed on setting the PLO deadline to 5 weeks into the semester. The SLO deadline (to Coordinators) will remain at 3 weeks into the semester but facilitators really need to emphasize the strictness of the due dates. However, the divisions can set their deadlines earlier within their division as long as the dean is okay with it.

B. Changing SLO/PLO Statements – Russell Serr

1. The form is still in place but it has been revised and improved. Coordinators have taken some suggestions from faculty which resulted in some changes to the SLO/PLO Statement Change Form. Instead of filling out one form for each SLO/PLO statement change, faculty can now use one form to indicate changes in one or more statements. Also, the addition of timelines has been added to the form (i.e. indicating assessment timelines for the new statements if the timelines have changed) as well as the addition of alignment to PLO and ILO (i.e. indicating any alignment changes with the new statements). The revised form will be uploaded to the SLO website.

C. Timelines

1. Kevin D. stated that he was looking for the timelines on the SLO website and could not find them. Isabelle P. stated that the timelines are posted on the website but the timelines posted are not the actual Timeline Worksheets that have been submitted. Instead, the PDF files online are the timeline reports that are generated by TracDat. In addition, the current timelines on the website still show the previous 4-year timelines (2013-2016). Once the current 4-year timelines (2017-2020) have been all been entered in TracDat, the website will be updated with these new timelines.

D. 3-week reports – Russell Serr

1. Russell S. stated the importance of sending the 3-week reports (stating which courses were not offered or cancelled and which semester to move the timeline to). Isabelle P. will check which divisions have not submitted 3-week reports.
2. Russell also stated that division facilitators should send Isabelle P. names of all new faculty so that the can be added as users to TracDat. It is requested that this be done at the beginning of each semester since a request to add these people must first be made to ITS before Isabelle can assign permissions for the new faculty.

E. ILO #4 - Information Literacy Faculty Survey – Jenny Simon

(Handouts)

1. Next ILO to be assessed in Spring 2018 is ILO #4, Information Literacy. Coordinators are currently in the planning stages for this ILO.
2. There is a period when the SAILS assessment is given and then Institutional Research and Planning (IRP) does the calculations and then prepares the report and gives it to the Coordinators at the end of the semester. Need to find out from IRP what the SAILS timeline is.
 - a. Jenny S. thought that Compton should not be included in the data since they are in the process of getting their accreditation although Dr. Shankweiler thought Compton can still assess this ILO but have their data separate from ECC.
 - b. Test will cost \$5 or \$6 per student, depending on what you want the data to do. You can disaggregate a little better if you pay full price. Joshua R. thinks that we would need to give the test to 350 students; that was the amount given the last time the assessment was given and this number included both ECC and Compton. Jenny thinks we will still need to give it to 350 students to make it a valid assessment. Need to find out how many students from Compton will be given the assessment so we can figure out how much ECC and Compton will pay each.

- c. There is an additional faculty survey. Since this assessment has been set and offered good results the last time, Jenny doesn't think major changes are required unless called for.
 - d. Vince P. asked why we can't we mine the information from the PLO assessments since a lot of the PLOs align with this ILO. Mining the information is free vs. paying for the SAILS assessment. Jenny S. stated that in the past, mining for SLO statements that correspond to particular ILOs has been frustrating and there were instances where the course indicates that it aligns with the ILO when it doesn't. We need to tighten up our SLO and PLO statements so that we can have this alignment. The "Percentage Met" field that was added to the assessment results section is a step in the right direction. We need to have the SLO and PLO statements back up the ILO statements and in it is not there yet. So this method is not possible at this time. We might have to re-align the statements.
 - e. Kevin D. asked why we can't update the ILO statements to reflect the PLOs and SLOs. The last time the ILOs statements were updated was 4 years ago, when we changed from 6 ILOs to 4 ILOs.
3. ALC members reviewed the 2013 faculty survey and were asked to look at the survey questions and comment on any additional questions they think should be included or remove any questions. The general idea would be to keep most of the questions as is. Per Claudia S. the previous survey was distributed randomly within the divisions.
- a. Claudia S. stated that one of the things that should be included is Distance Ed. Some of the recommendations were not implemented the last time this ILO was assessed. Suggested that the same group of people who are in charge of assessing this ILO stay until it is assessed again to make sure the recommendations are implemented.
 - b. Add instruction method for course being assessed (online, face-to-face, or both) for Question #2.
 - c. Question 4: Evan H. stated that some divisions would not use Turnitin (e.g. I & T, Fine Arts & Math) which skews the overall stats. Can we disaggregate this information where there are outlier divisions altogether? Jenny S. stated that we can, although this is more of a general report.
- F. There will be no Facilitator Meeting tomorrow (October 10, 2017).

IV. Next meeting – November 13, 2017 (Cancelled)

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

Attachments/Handout:

- Info & Tech Literacy – Faculty Survey, Spring 2013 (8 pages)

FALL 2017 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109 September 11 October 9 November 13 (Cancelled) November 27 (Cancelled)	Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119 September 12 October 10 (Cancelled) November 14 (Cancelled)	TracDat "Working" Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines Spring/Summer 2017 SLO & PLO Assessments Due September 15, 2017

Info & Tech Literacy - Faculty Survey, Spring 2013

N = 60

1. Employment Status at ECC or Compton Center:

Response	Frequency	Percent	Mean: 1.32
Full-time	41	68.33	<div style="width: 68.33%; background-color: blue; border: 1px solid black;"></div>
Part-time	19	31.67	<div style="width: 31.67%; background-color: blue; border: 1px solid black;"></div>

2. Location where you teach MOST of your classes:

Response	Frequency	Percent	Mean: 1.73
Compton Center	17	28.33	<div style="width: 28.33%; background-color: blue; border: 1px solid black;"></div>
ECC Torrance campus	42	70.00	<div style="width: 70.00%; background-color: blue; border: 1px solid black;"></div>
Both locations equally	1	1.67	<div style="width: 1.67%; background-color: blue; border: 1px solid black;"></div>
Online Distance Education	0	0.00	<div style="width: 0.00%; background-color: blue; border: 1px solid black;"></div>

3. What is your Academic Division?

Response	Frequency	Percent	Mean: 4.97
Behavioral & Social Sciences	8	13.33	<div style="width: 13.33%; background-color: blue; border: 1px solid black;"></div>
Business	10	16.67	<div style="width: 16.67%; background-color: blue; border: 1px solid black;"></div>
Fine Arts	3	5.00	<div style="width: 5.00%; background-color: blue; border: 1px solid black;"></div>
Health Sciences & Athletics	1	1.67	<div style="width: 1.67%; background-color: blue; border: 1px solid black;"></div>
Humanities	11	18.33	<div style="width: 18.33%; background-color: blue; border: 1px solid black;"></div>
Industry & Technology	9	15.00	<div style="width: 15.00%; background-color: blue; border: 1px solid black;"></div>
Learning Resources	1	1.67	<div style="width: 1.67%; background-color: blue; border: 1px solid black;"></div>
Mathematical Sciences	13	21.67	<div style="width: 21.67%; background-color: blue; border: 1px solid black;"></div>
Natural Sciences	3	5.00	<div style="width: 5.00%; background-color: blue; border: 1px solid black;"></div>
Other including Compton Center Division if different	1	1.67	<div style="width: 1.67%; background-color: blue; border: 1px solid black;"></div>

4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Response	Frequency	Percent	Mean: -
Use sources from different media books/articles/w ebsites	47	81.03	<div style="width: 81.03%; background-color: blue; border: 1px solid black;"></div>
Select authoritative and reliable information sources	36	62.07	<div style="width: 62.07%; background-color: blue; border: 1px solid black;"></div>
Evaluate and analyze information	50	86.21	<div style="width: 86.21%; background-color: blue; border: 1px solid black;"></div>
Cite information according to a specific style	21	36.21	<div style="width: 36.21%; background-color: blue; border: 1px solid black;"></div>
Use Turnitin or similar plagiarism software	5	8.62	<div style="width: 8.62%; background-color: blue; border: 1px solid black;"></div>
Use ECC/CEC databases EbscoHost ProQuest...	17	29.31	<div style="width: 29.31%; background-color: blue; border: 1px solid black;"></div>
OTHER	6	10.34	<div style="width: 10.34%; background-color: blue; border: 1px solid black;"></div>

5. What methods do you use to teach information literacy skills? (Check all that apply)

Response	Frequency	Percent	Mean: -
Library orientation visit	11	20.00	
I assume they have these skills or will go and ask at the library	13	23.64	
In-class overview of concepts by self	46	83.64	
YouTube videos on concepts	15	27.27	
Refer students to library website	17	30.91	
OTHER	7	12.73	

7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

Response	Frequency	Percent	Mean: -
I assume they have the basic skills	22	37.29	
Hands-on lab/in class Smart Classroom sessions by self	42	71.19	
Library orientation visit	10	16.95	
Refer students to Publisher webpages	15	25.42	
Refer student to library webpage	14	23.73	
Refer students to DE webpages	6	10.17	
OTHER	11	18.64	

6. Do you require your students to use technology? (Check all that apply)

Response	Frequency	Percent	Mean: -
On-line textbook	13	22.81	
Online databases	24	42.11	
Passwords to online homework/exercises	19	33.33	
Microsoft Office to type papers or create powerpoints/spr eadsheets etc	41	71.93	
Discipline specific technology/programs calculators Math Reading Diet analysis programs etc	27	47.37	
OTHER	18	31.58	

At the beginning of the semester, my students have sufficient information Literacy skills to complete assignments

Response	Frequency	Percent	Mean: 3.61
Completely Agree	8	13.56	
Somewhat Agree	30	50.85	
Somewhat Disagree	14	23.73	
Completely Disagree	4	6.78	
Not sure or no opinion	3	5.08	

Intentional plagiarism is a problem in my class

Response	Frequency	Percent	Mean: 2.86
Completely Agree	2	3.39	
Somewhat Agree	17	28.81	
Somewhat Disagree	19	32.20	
Completely Disagree	13	22.03	
Not sure or no opinion	8	13.56	

Unintentional plagiarism is a problem in my class

Response	Frequency	Percent	Mean: 2.93
Completely Agree	4	6.78	
Somewhat Agree	22	37.29	
Somewhat Disagree	11	18.64	
Completely Disagree	10	16.95	
Not sure or no opinion	12	20.34	

Selecting credible sources is a challenge for my students

Response	Frequency	Percent	Mean: 2.98
Completely Agree	7	11.86	
Somewhat Agree	23	38.98	
Somewhat Disagree	9	15.25	
Completely Disagree	2	3.39	
Not sure or no opinion	18	30.51	

I have sufficient time to teach information literacy skills to my students

Response	Frequency	Percent	Mean: 3.34
Completely Agree	10	17.24	
Somewhat Agree	21	36.21	
Somewhat Disagree	12	20.69	
Completely Disagree	9	15.52	
Not sure or no opinion	6	10.34	

I have sufficient time to assess my students' literacy skills

Response	Frequency	Percent	Mean: 3.29
Completely Agree	8	13.56	
Somewhat Agree	23	38.98	
Somewhat Disagree	14	23.73	
Completely Disagree	6	10.17	
Not sure or no opinion	8	13.56	

My students know the difference between a catalog and a database

Response	Frequency	Percent	Mean: 2.34
Completely Agree	1	1.72	
Somewhat Agree	12	20.69	
Somewhat Disagree	13	22.41	
Completely Disagree	12	20.69	
Not sure or no opinion	20	34.48	

My students know the difference between a popular and scholarly periodical

Response	Frequency	Percent	Mean: 2.54
Completely Agree	3	5.08	
Somewhat Agree	12	20.34	
Somewhat Disagree	15	25.42	
Completely Disagree	13	22.03	
Not sure or no opinion	16	27.12	

My students are comfortable with APA/MLA citation

Response	Frequency	Percent	Mean: 2.39
Completely Agree	2	3.51	
Somewhat Agree	12	21.05	
Somewhat Disagree	14	24.56	
Completely Disagree	7	12.28	
Not sure or no opinion	22	38.60	

It would be worthwhile to offer incentives (extra credit points) to my students to attend library brown bags to build their library skills

Response	Frequency	Percent	Mean: 3.46
Completely Agree	14	23.73	
Somewhat Agree	24	40.68	
Somewhat Disagree	7	11.86	
Completely Disagree	3	5.08	
Not sure or no opinion	11	18.64	

Visiting the library for an overview of the catalog/databases/MLA relevant to a particular assignment/posting such a tutorial online for DE students

Response	Frequency	Percent	Mean: 2.83
Very Useful	20	34.48	
Somewhat Useful	17	29.31	
Not Useful	12	20.69	
Not sure	9	15.52	

Series of open workshops in person/via video tutorial for students to work through for extra credit

Response	Frequency	Percent	Mean: 2.81
Very Useful	20	34.48	
Somewhat Useful	19	32.76	
Not Useful	7	12.07	
Not sure	12	20.69	

Other Services

Response	Frequency	Percent	Mean: 2.33
Very Useful	6	40.00	
Somewhat Useful	1	6.67	
Not Useful	0	0.00	
Not sure	8	53.33	

“Embed” a librarian into the course for help to the class and individual students at certain points

Response	Frequency	Percent	Mean: 2.59
Very Useful	18	30.51	
Somewhat Useful	12	20.34	
Not Useful	16	27.12	
Not sure	13	22.03	

Intervention (Workshops) for students caught plagiarizing

Response	Frequency	Percent	Mean: 3.03
Very Useful	26	44.07	
Somewhat Useful	16	27.12	
Not Useful	10	16.95	
Not sure	7	11.86	

Linking your classes to Information Literacy/Writing Skills/computer classes in a Learning Community

Response	Frequency	Percent	Mean: 2.65
Very Useful	18	31.58	
Somewhat Useful	16	28.07	
Not Useful	8	14.04	
Not sure	15	26.32	

Attend a few Information Literacy workshops yourself to update knowledge and pass it on to students

Response	Frequency	Percent	Mean: 3.69
Very Likely	16	27.12	
Somewhat Likely	25	42.37	
Somewhat Unlikely	5	8.47	
Very Unlikely	10	16.95	
Not sure	3	5.08	

Work with an “embedded” librarian to craft assignments and refer students

Response	Frequency	Percent	Mean: 3.10
Very Likely	13	22.41	
Somewhat Likely	11	18.97	
Somewhat Unlikely	13	22.41	
Very Unlikely	11	18.97	
Not sure	10	17.24	

Work with a librarian on an assignment rubric to assess information literacy

Response	Frequency	Percent	Mean: 3.10
Very Likely	13	22.41	
Somewhat Likely	13	22.41	
Somewhat Unlikely	9	15.52	
Very Unlikely	13	22.41	
Not sure	10	17.24	

Have sections on Information literacy built into department meetings for faculty

Response	Frequency	Percent	Mean: 3.20
Very Likely	10	16.95	
Somewhat Likely	17	28.81	
Somewhat Unlikely	16	27.12	
Very Unlikely	7	11.86	
Not sure	9	15.25	

Sign up for information literacy overviews session for your class

Response	Frequency	Percent	Mean: 3.37
Very Likely	15	25.42	
Somewhat Likely	19	32.20	
Somewhat Unlikely	7	11.86	
Very Unlikely	9	15.25	
Not sure	9	15.25	

Provide incentives for students to attend other information literacy brown bags outside of class

Response	Frequency	Percent	Mean: 3.54
Very Likely	16	27.12	
Somewhat Likely	20	33.90	
Somewhat Unlikely	9	15.25	
Very Unlikely	8	13.56	
Not sure	6	10.17	

Regularly use a cross-division blog/newsletter (or similar) on information literacy topics

Response	Frequency	Percent	Mean: 3.03
Very Likely	9	15.52	
Somewhat Likely	16	27.59	
Somewhat Unlikely	10	17.24	
Very Unlikely	14	24.14	
Not sure	9	15.52	

Refer to, adapt and use resource/assignment ideas on Information Literacy posted by other faculty.

Response	Frequency	Percent	Mean: 3.48
Very Likely	13	22.41	
Somewhat Likely	24	41.38	
Somewhat Unlikely	7	12.07	
Very Unlikely	6	10.34	
Not sure	8	13.79	

Other Services

Response	Frequency	Percent	Mean: 1.58
Very Likely	0	0.00	
Somewhat Likely	1	8.33	
Somewhat Unlikely	1	8.33	
Very Unlikely	2	16.67	
Not sure	8	66.67	

Written Responses

Question: 3. What is your Academic Division?

Response

Heath and Human Services Compton Center

Question: 4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Response

Interactive Internet websites

statistical software such as Minitab, Excel, Statdisk, etc

My Math Lab

Alldata software

Use Career-Related search engines, such as www.cacareercafe.com, www.careerbuilder.com

Question: 5. What methods do you use to teach information literacy skills? (Check all that apply)

Response

I also direct students to the course tutors

One on one help

Have resource center visit classes

Westlaw Tutorials for online legal research

to do research on line for specific topics

music composition websites

Use docucam sometimes to go on Internet

Question: 6. Do you require your students to use technology? (Check all that apply)

Response

etudes

Video-hosting websites

Lots of web research

myetudes.org

It is part of class work

Etudes

PowerPoint presentations

Digital data from HVACR units

Course website

ETUDES

software development tools

on line research

music composition software and DAW for audio and digital recording software

Digital Audio Workstations and virtual instruments and synthesizers

Alldata program, Automotive scan tools

Language programs, such as Tell Me More (at the Foreign Language Lab), and New Century (in the library)

smartphones, iPads

cameras

Question: 7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

Response
send information by email at beginning of semester
I do offer a brief orientation to most information technologies that are needed.
Refer students to Writing Center and library's Learning Resource Center
Discussion of computers available on campus and I ask students to call me if they can not access a computer w Internet
refer students to open computer lab
Other students assist lower skilled students
ETUDES
refer to learning/resource center
return demonstrtions in lab/on-line resources for tutorials
Firefighter interviews
In class practice

Question: Other Services

Response
Virtual Resources for instructors to use for ideas
basic skills math and english
Class presentations by Librarians about services offered
Incorporating video services, such as taping students during presentations, etc.
Human Development Courses

Question: Other Services

Response
Include special workshops provided by Transfer/Career and Counseling included and recommended by instructions.

Question: 11. If you have any additional comments or suggestions, please share them in the box below.

Response
Students' comfort and capability with information technology is as varied as their math skills. Fortunately, I find that nearly 100% of the students in my "lower division" classes are capable of using the IT the class requires (e.g. GoogleEarth, GoogleMaps, Youtube, Word programs, navigating to different URLs). For my more technical GIS course, however, fewer students are prepared to interface well with IT to download files, decompress zipped files, open different formats in various programs, save and locate files to specific places, etc.
You've nailed it by this survey. We did the department assessment a year ago and found that students are deficient in the analyzation/writing skills. With the amount of information that has to be covered in a class itself it is very difficult to incorporate exercises in class that will strenghen these skills. On a side not it is very diffucult to schedule time in computer lab for class projects and librant orientations. At night it is nearly impossible.
Most of the information and technology used in Statistics is very specific to that discipline. Any kind of information literacy assignments would have to be tailored for my classes. At this point, we get most of our information from the publisher's websites.
I teach ESL, so I don't expect my students to be able to grasp entirely MLA style and credible vs. non-credible sources. My goal is to introduce them to these things and start them on the way to fully grasping them.
I am looking forward to implementing some of the results from this survey on the Compton Campus!

Question: 11. If you have any additional comments or suggestions, please share them in the box below.

Response

It is a misconception to students that music technology does not have a literacy component since fundamentally it involves learning about music and audio engineering. However, all of the skills needed to be successful in a digital environment and literacy skills are needed for music technology. First you need to have basic computer skills just to get through the class. In addition I find students resistance to reading and buying books for the class. I have to provide supplement material and websites of manufactures and products to ensure they are updated on information using music notation software, music composition software and Digital audio workstation software (recording). Literacy in music technology and how to research information and stay abreast in industry technology requires literacy skills. I would love to partner with other faculty to address this issues. Helping students to embrace literacy and technology.

About 95% of my ESL students come well-prepared to use a computer and type their essays on Word; however, some older ESL students can not type in English on a computer or can't type at all. I refer these students to typing classes off-campus, such as adult schools, but recently these types of basic skills classes, i.e. typing, are not available/convenient for students to take before entering the ESL program at ECC. One of my advance writing students is taking a typing course through the Business division, but she is still not comfortable typing her essays when we work in the computerized classrooms and insists on handwriting her essays, which is very hard to read. I hope to see a typing skills program (maybe in the Foreign Language lab?) on all computers that offer writing classes.

Many of our courses have downgraded the relevance of some of the ILOs in our courses. Has the IR dept. kept up with the changes to the ILO ratings in its data?

Every semester I take my English A and English AX students to the library orientation to prepare them for the last assignment of the semester for which they are required to do research. I would love to maximize the work that the librarians do for my students. As an English teacher, my expertise is teaching writing. Working with a librarian, whose area of expertise is information literacy, would really benefit the students.

i want to write an information literacy course and offer it through the journalism department. i have a course outline from stonybrook, which has a big info literacy project going. but getting this done is a huge deal. getting it to happen, sadly, isn't realistic. the extra duties of this job prevent me from doing a good job on stuff like this; it just can never get done. it's very disheartening to me because this is a class students need more than any other, i think. thanks for addressing the topic of info literacy!

In our classes, they are taught with alot of hands on instuction and visual instruction.

I mentioned video taping. I'd like to tape students during "mock orals" so that they may see how they present themselves during interviews. I'd like to tape my simulated arson fire at the El Camino Fire Academy so show the students how the fire progressed after they have "investigated" it. Having a student of our Video/Film class taping would be a win-win-win scenario.

I teach ESL. Students have the language problem on top of info lit problems.

As a mathematics instructor, many of these issues do not affect me.



ACCREDITATION TIMELINE

DATE	ITEM
Fall 2017	Select Co-chairs & Steering Committee Identify and select document management system
February 2018	Steering Team Start Training Implement and train on document management system
March - August 2018	Collect Data / Evidence
September 2018 - February 2019	Write Draft 1 Select QFE topic
February 2019	Write QFE
Summer 2019	Finish QFE & Draft 2
November 2019	Start Consultation & Forums
March 2020	Final Draft & Consultation Complete
May 2020	Board Approval
May - August 2020	Finish Copy
August 2020	Mail Documents
October 2020	Team Visit

Present (*Attendees via CCC Confer)

Azose, Elana

Perez, Gema

Fields, Mark

Roemun, Malinni

Martin, Crystle

McMillan, Mary

Russell, Rebecca

Pon-Ishikawa, Janice

Noonan, Lloyd

Gablway, Renee

Houske Laurie

Said,Asma

Valdez, Celia

Welcome and Introductions

A. Said welcomed the committee, and attendees introduced themselves.

Meeting Date and Time

Based on a survey of member's availability, meetings will henceforth be held on the 4th Thursday of each month from 1-2. No DEAC meeting on March, 22th since, G. Perez and A. Said will attend the CanvasCon at CSULA.

Ally: Canvas Accessibility Tool

Here at El Camino College we are committed to design fully accessible online courses that are aligned with the OEI Course Design Rubric. Ally: Canvas Accessibility Tool These efforts resonate with our college special focus on equity. Our Faculty who are mainly now using Canvas as their LMS in any context need to at least be familiar with how to achieve 508 compliance, and able to implement accessibility tools in their designed courses. DEAC showed an interest in integrating software called "Ally" that might help faculty in their effort towards fully accessible online courses. A. Said invited Mr. Ryan Stark from "Ally" to give us a demo about the software. There was a demo for about 30 minutes and

Spring 2018 Updates

G. Perez is working very hard on creating and enrolling our students into Canvas. We appreciate her efforts and she provided the committee with the following numbers for DE courses:

Spring 2018 so far:

Total sections on Canvas: 696

Online/hybrid: 171

Face to face: 398

Compton sections only: 127

ECC faculty assigned to online sections on Canvas approx.: 56

Gema is still processing more site requests for Spring.

Google For Education Program at ECC Update

This update from Peter Marcoux about the transition to Google Apps.:
ITS is still working out the kinks and we hope to be fully integrated by the end of the semester. We will still be a Microsoft Campus, but once ITS is able to fully enroll us as a Google for Education campus, ECC faculty, staff and students will have access to more storage and a host of other useful tools. As far as Chromebooks, Math and Humanities are the only departments I know who are currently using them, but a few faculty from other departments have contacted me about them and are putting them in their Program Reviews. Just to let you know, Humanities just ordered five more carts with 36 Chromebooks per cart-we will have 6 carts total.

Joining The Consortium

We are in the process of joining the OEI consortium. C. Gold , Dean Behavioral and Social Sciences, is working on it and she may call to a meeting next week or the week after.

Distance Education Training

A.Said presented the data and the graph about the number of FTES at El Camino College over a 10-years period from 2006-2007 to 2016-2017 school years. The numbers are increasing, which brings into focus the important DE distinct mission to train more faculty. These efforts should work towards training instructors that are equipped with the knowledge and tools they need to deliver a quality online course. The Professional Development are working very hard with DE program to train more faculty. We use this opportunity to thank them for all the efforts.

The Professional Development announced their dates for Canvas Training in Spring 2018. In addition, the online training certification begins on Friday, April 6, 2018.

The 2018-19 DE annual plan calls for a restructuring of our training program for faculty. DEAC approved the change. The plan recommends that the CANVAS training be incorporated into the Online Teaching Certification course for one 8 week training course. The new 8 week training course is designed around the online Education initiative rubric.

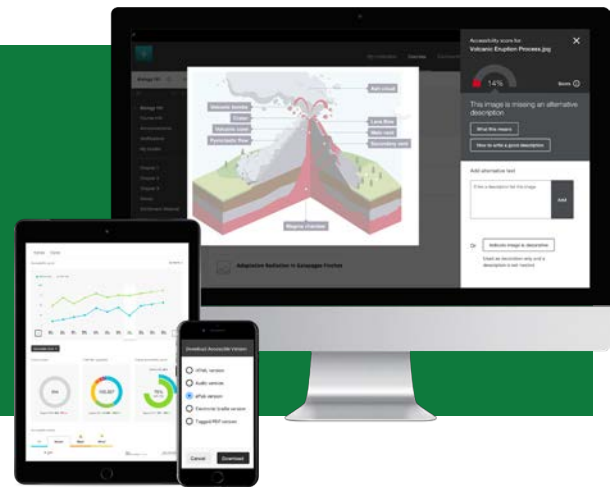
The annual plan also recommends to offer OTC twice a semester in Fall and Spring, and once in Winter and Summer. Since PD is too busy to offer an increased number of training courses, so it is recommended that the DE coordinator take over training. This would help in centralizing DE functions in the DE program.

Items from the floor/ Other/ Next Meeting

Next meeting: May 25, 2017

Introducing Blackboard Ally

Making course content more accessible



Blackboard Ally is a revolutionary product that focuses on making digital course content more accessible. Using inclusivity, sustainability and automation as its key pillars, Blackboard Ally helps you understand and tackle accessibility in a way that benefits all students.

Highlights of Blackboard Ally



Close and Seamless Integration

Raise awareness and visibility of accessibility by integrating directly into the Learning Management System and existing workflows.



Accessibility Checklist

Automatically checks course materials against the WCAG 2.0 standard



Alternative Accessible Formats

Apply advanced machine learning algorithms to provide all students access to more accessible alternatives such as Semantic HTML, ePub, Audio and Electronic Braille.



Feedback and Guidance

Deliver in-context feedback and guidance to help instructors improve the accessibility of their content and build towards a sustainable change in behavior.



Comprehensive Reporting

Gain deep understanding of your institution's performance through the institution-wide course content accessibility report.



Proactive Approach

Proactively tackle accessibility and target both instructors and content to maximize results.



Benefits All Students

A unique inclusive approach to accessibility that focuses on improving the quality and usability of course materials for all students.

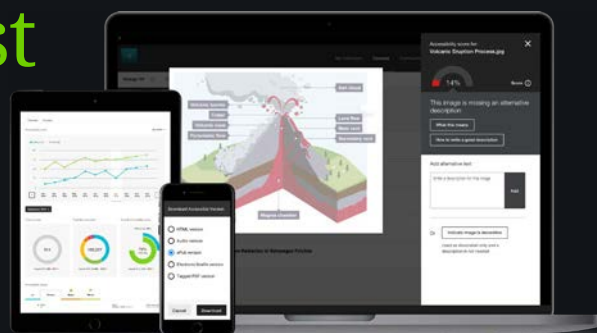


Accessibility Spectrum

Move your institution up on the accessibility spectrum through Ally's 3-step approach of automation, instructor engagement and measuring performance.

Accessibility Checklist

A quick-start reference to creating more accessible course content



Accessible course content makes it easier for everyone to read and access your materials and can help improve overall quality and usability. There are many low-effort adjustments you can make to start creating more accessible content.

Find out more about Blackboard Ally at ally.ac



Use a font size of at least 12px.



Ensure that there is sufficient contrast between text and background. The **Paciello Group Contrast Analyzer** is a great tool.



Ensure that proper heading styles are used.



Ensure that a logical heading structure is used.



Ensure that images have an alternative description that can convey the full meaning of the image.



Ensure that tables are used for tabular data only.



Ensure that all tables have column headings.



Ensure that all lists use built-in list functionality.



Ensure that all links have text that describes the target.



Ensure that built-in PowerPoint slide templates are used.



Don't use scanned PDFs.



Ensure that all PDFs are tagged.

California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary

Introduction

The State of California's \$150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college will receive support to begin an intensive five-year planning and implementation process to rethink and redesign their institutions to be more student-centered. To begin this cultural and institutional transformation to make our colleges student-ready, each college was invited to complete and submit the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how the college will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents will be needed to access available funding.

Purpose

This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. Note that full scale adoption is not expected for every college on every element within the five-year time frame. Rather, each college, given its current adoption stages based on the completed Self-Assessment, should outline a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning only need to address only those areas addressing planned activities. As a result, all 14 items are unlikely to include planning efforts and will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

Use

Each completed Work Plan will be reviewed by Wednesday, May 30, 2018 by a team of reviewers who will supply feedback on the plan intended to support implementation efforts. A rubric will be developed to allow each reviewer to gather similar information from each college work plan to inform future capacity building support including resource materials, field guides, and online learning modules that will provide resources to support Guided Pathways inquiry, design, and implementation. A summary of the information gleaned from the college plans will be completed to provide context for the statewide guided pathways movement overall. This summary will also be provided to the legislature to support inquiries regarding statewide implementation.

Overview

The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways effort. Mirroring the Self-Assessment, an action plan template is provided for three categories— inquiry, design, and implementation—with a row for each of the Self-Assessment elements. It is not expected that colleges will be undertaking work on all of the elements during this Phase I time frame. For Phase I, the colleges should select which elements will be the primary focus during this first phase, and provide action plans for these. Many colleges will be at the inquiry stage and will not begin design or implementation efforts at this time. However, colleges who have already engaged in efforts regarding specific elements may continue focus efforts in these areas. For each of these elements, a local cross-functional team is asked to outline and vet plans to advance along the scale of adoption. Efforts and programs that will be aligned and integrated to support the work on each element should be noted.

Deadline

The completed Work Plans must be submitted via the online portal by Friday, March 30, 2018. Until the online portal is made available, colleges may use this Word document for preparing individual submissions.

Funding

If a Self-Assessment was completed and submitted by Saturday, December 23, 2017 and college representatives attended an IEPI workshop dedicated to the self-assessment process, the college's submission of a completed Work Plan will trigger the first [allocation payment](#). The payments will be released by Monday, April 30, 2018.

Follow-Up

The Work Plan is a living document that will be updated periodically along with the Self-Assessment to document the college's process and progress for adopting a Guided Pathways framework. Colleges have the option to update their Work Plan at any time. However, an updated version of the Work Plan and the Self-Assessment will be due annually. The completion and submission of an updated Work Plan and Self-Assessment will trigger the second allocation payment. These payments are expected to be released in late spring every year through 2022.

INSTRUCTIONS FOR COMPLETION OF THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS ACTION PLAN, TIMELINE, AND ALLOCATION SUMMARY (Note that these instructions include directions that will appear in the online portal that do not appear in the Word version)

Plan

STEP 1: Print or download the college's completed Self-Assessment.

STEP 2: Select your college from the dropdown menu at the top of the Action Plan page.

STEP 3: Ensure that the pre-populated Scales of Adoption are correct for each element based on the completed Self-Assessment. If not, please contact guidedpathwaysinfo@cccco.edu.

STEP 4: Outline plans—strategies, approaches, policies, activities, actions—that will move the college toward the next stage(s) of adoption for each key element described in the Self-Assessment tool. If your college will not address a particular element in during this Phase I, please select from the available dropdown menu: "Will not address during this time period." If that is selected, there is no need to outline plans, strategies or actions for this element. The timeline (see STEP 8) will provide an opportunity to indicate when you will anticipate incorporating the remaining elements into your plan.

STEP 5: List the initiatives, programs, funding streams, and efforts that will be aligned and integrated to make progress for those elements that will be addressed in this Phase I timeframe.

STEP 6: Indicate what success will look like—how these plans are anticipated to benefit the institution and its students--as a result of these efforts for each element to be addressed in this Phase I time frame? To what extent will efforts impact the college structure, culture, or key performance indicators?

STEP 7: Select the change in the scale of adoption anticipated during the selected timeframe using the dropdown menu.

Implementation Timeline

STEP 8: Complete the GANTT chart to indicate the timeframe during which you would anticipate addressing each of the 14 key elements included in the CCC GP Self-Assessment. It is assumed that you will provide plans and strategies for those most germane to your college's current stage, but that you will be forecasting when you are most likely to address the remaining elements over the five-year timeframe. This can be revisited in future plans as your work progresses.

Key Performance Indicators

STEP 9: Review current KPI data. The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Allocation Summary

STEP 10: Estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages indicated based on the college's allocation for this time period.

College: *(dropdown menu with list of all colleges)*

Timeframe: *(dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and</p>	<p><u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> No change Pre-adoption Early adoption Early 	<p>Dropdown menu option for each cell in <u>this column in each table.</u></p> <ul style="list-style-type: none"> Will not address during this time period <p>Note, this selection should make the next three columns unfillable.</p>	<p>Add "Not applicable" option to a dropdown menu <u>for each cell in this column for each table.</u></p>	<p>Dropdown menu for each cell in <u>this column in each table:</u></p> <ul style="list-style-type: none"> No change Pre-adoption Early Adoption Scaling in Progress Full Scale 	

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> <p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>Adoption</p> <ul style="list-style-type: none"> • Scaling in Progress • Full Scale <p>Early Adoption</p>	<p>Spring 2018</p> <p>Develop small focus teams to visit divisions, explain GP and solicit input.</p> <p>Determine appropriate focus areas for development by the workgroups (curriculum, meta-majors, milestones, program mapping, professional development, career exploration, multiple measures, onboarding, etc)</p> <p>Fall 2018</p> <p>The cross-functional work groups will work on focus areas and develop recommendations to share with campus</p>	<p>The focus areas for the design teams will overlap with some current efforts. Most notably, the math and English faculty members already have a Multiple Measures committee (MMAP) that has been working to streamline the math and English pathways to transfer level.</p> <p>In 2017, the college hired a firm to review our intake processes. This resulted in a Process Improvement Team, which will play a major role in clarifying the path and assisting students to enter the path.</p>	<p>Spring 2018</p> <p>Workgroups will be developed for each focus area that includes faculty, counselors, librarians, staff manager and students</p> <p>2018-19</p> <p>Work groups will review the KPI, develop appropriate work plans and outcomes (strategies) for each focus area.</p>	<p>Scaling in Progress</p>

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		<p>Outline plan for each self-assessment element that will be addressed in this time period.</p> <p><u>Spring 2018</u> The workgroups will develop timelines for implementation of the agreed upon recommendations.</p>			
<p>2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p>	In Progress	<p><u>Spring 2018</u> The workgroups visiting divisions will share the data developed and approved in fall 2017 along with the key performance indicators. Disaggregated data will be included for division discussions.</p> <p><u>Spring 2019</u> Implement a questionnaire during registration to determine educational goals.</p>	<p>Institutional Research has already developed a data set with disaggregated data for the Guided Pathways Design team in fall 2017.</p>	<p>Using the data from IRP and the Chancellor's Vision for Success, an evaluation plan will be developed.</p> <p>The evaluation plan will include increased data sharing, collection, and tracking and include and examination of student majors, and ADTs.</p>	No change.

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>	Early Adoption	<p>Incorporate SWP/CTE into SSSP/SE/BSI Integrated Planning.</p> <p>Form or combine an existing team to align, track, and oversee integration of SWP/CTE with existing initiatives, Strategic Planning, and GP plans.</p> <p>Examine where KPIs for GP overlap with Integrated Goal (SSSP/SE/BSI) Success Indicators.</p> <p>Integrate SSSP/SE/BSI/SWP into Strategic Planning.</p> <p>Integrate GP framework into Strategic Planning efforts.</p>	<p>SSAC and Integrated Plan Implementation Group (SSSP/SE/BSI) may be leveraged to address where these overlap with Guided Pathways framework.</p> <p>SWP/CTE</p> <p>Strategic Planning Team</p>	<p>Increased collaboration and communication on areas that overlap.</p> <p>Improvement on 5 Integrated Goal (SSSP/SE/BSI) Success Indicators.</p> <p>GP framework integrated into Strategic Planning efforts.</p> <p>By Summer 2019, assess progress on Success Indicators.</p> <p>By Summer 2019, map alignment of SSSP/SE/BSI with SWP goals and Strategic Plan objectives.</p>	Scaling in Progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p>	<p>Early Adoption</p>	<p>Develop qualifications, job duties and RT for faculty program director</p> <p>Strategically embed Guided Pathways within the existing committee structure by identifying current committee members who will serve as liaisons to the Guided Pathways Committee.</p> <p>Draw upon the membership of the Guided Pathways Committee and liaisons to campus committees to lead and assemble work-teams/task-forces to focus on key, large projects to implement the Guided Pathways action plan.</p> <p>At a Guided Pathways Planning mini-summit in the fall and spring, Guided Pathways Committee</p>	<p>The existing Guided Pathways Committee includes members who represent classified staff, faculty, directors, students, and managers.</p> <p>The Guided Pathways Summit and flex day presentation created broader awareness of Guided Pathways, simplifying the selection of liaisons and "cheerleaders."</p> <p>Creation of a working team of counselors/faculty to discuss Meta-Majors is in progress.</p> <p>A Career Advisory Committee will be aligning workshops with the Meta-Majors.</p>	<p>The implementation of the Guided Pathways action plan will be led by a faculty program director, in coordination with campus VPs. Key leaders of campus constituent groups will help inform decision-making and implementation, and they will act as "cheerleaders/facilitators" for Guided Pathways amongst their constituent group. The planning and implementation of the Guided Pathways action plan will be embedded within the existing campus committee structure, creating deeper understanding, opportunities for broad college-wide input, and greater buy-in. Students</p>	<p>Scaling in Progress</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
In addition, this plan strategically engages college governance bodies college-wide.		members, liaisons, and work-team members will meet to report out, plan, and share ideas. Include adjunct faculty		will be included at all levels.	
5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	<u>Spring 2018</u> K-12 visits to develop data-sharing agreements. Recruit faculty to work on alignments. Determine appropriate special assignments. 2018-19 Implement faculty teams to align curriculum <u>Future</u> Align ECC curriculum with CSU/UC Industry alignment later in the process	Counselor Collaborative of ECC Counselors meet with local high school counselors Data sharing agreements with high school districts are in progress. The South Bay Promise is scheduled to have a signing ceremony for data sharing agreements. Spring meeting w/ Industry partners		

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.</p>	Pre-Adoption	<p><u>2018-19</u> Focus teams meet to clarify Meta-Majors, program mapping, and Career Exploration to link careers with major selection Ensure faculty, staff, counselors and students are involved in each focus team.</p>	<p>Working team of counselors/faculty to discuss how many Meta-Majors our existing majors should break down into (new). Career Advisory Committee to work align workshops with the Meta-Major break down GE redesign (future discussion beyond spring 2019)</p>	<p>Focused Design Principles from a student-centered concept 4-5 meta majors and/or program maps that give students potential to look at a broad range of careers Career workshops reach a larger range of students, and provide greater guidance on career and major selection. GE courses to get students started earlier in career exploration; refine GE courses. Fall 2019 to have the majors ready, Fall 2020 to go live with the GP/MM concept.</p>	Early Adoption

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p>	In Progress	<p>Expand and organize MMAP committees in order to fully implement multiple measures in Math and English.</p> <p>Redesign Summer Reading and Writing Academy and Summer Math Academy.</p> <p>Increase English 1AS (supported co-requisite) and RWE (integrated, high-unit reading and writing developmental English) course offerings.</p> <p>Scale up course-redesigned, accelerated developmental Math offerings: Basic Accelerated Math (Math 37) and General Education Algebra (Math 67).</p> <p>Scale up and/or redirect Embedded Counseling in developmental Math and</p>	<p>English Department has joined the MMAP initiative already underway in Math and will assess a large cohort of students for Fall 2018. Math and English MMAP will likely continue to grow and will become automated in 2019.</p> <p>Piloting English 1AS and RWE.</p> <p>Collecting and analyzing data from initial MMAP cohort of 2017 to assess effectiveness of placement.</p> <p>Course-redesigned, accelerated developmental math courses were implemented in 2011. There are currently 15 sections of Basic Accelerated Math (Math 37) and 6 sections of General Education Algebra (Math 67).</p>	<p>Reduction in students enrolling in basic skills and developmental courses, speeding them through the pipeline to transfer and degree attainment, and more students placing into transfer-level Math and English courses.</p> <p>Improve the rate at which developmental Math and English students complete remediation and pass the corresponding transfer-level courses.</p> <p>Developmental students enter college-level courses more quickly, having completed gateway courses.</p> <p>Students save money, with the need to take fewer developmental and preparatory classes.</p>	<p>Multiple Measures should be brought to full scale by Fall 2019 to be compliant with AB 705.</p> <p>English 1AS and RWE offerings will increase.</p> <p>Basic Accelerated Math (Math 37) and General Education Algebra (Math 67) offerings will increase.</p> <p>Math and English sections offering Embedded Counseling will continue to increase, and/or Embedded Counseling will be restructured based on new course sequences.</p> <p>Professional development in Math and English will increase.</p> <p>Move to "Full Scale."</p>

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
		English courses. Form faculty inquiry groups to: implement AB 705, improve instructional practices and student learning in redesigned English and Math sequences.	Embedded Counseling in developmental Math and English courses: all developmental Math courses 4 -3 levels below transfer, accelerated Math courses, and Reading courses 2 levels below transfer have embedded counselors. Limited professional development opportunities already exist in developmental Math and English.	Improve the three-term persistence rate of students in developmental Math and English. Math and English faculty discover creative and effective instructional practices and participate in implementing AB 705.	
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know	Early Adoption	Program Maps for career/major/metamajors Select milestones of importance to meet identified goals Incorporate milestones and maps into ECCconnect Schedule review to align	Potential degree audit/degree planner through Hobson's Some CTE already mapped Specialized counselors are able to recommend GE and course sequences linked to majors	Ability to identify needs in course offerings Identif courses needed to expand ADT major requirements in specific majors (Spanish, Liberal Studies, CDEV) Milestones to meet identified goals	Early adoption

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>		<p>schedules with metas</p> <p>College Scheduler</p> <p>Code Alignment Project is in process with the Chancellor's Office and the ASCCC to evaluate course, program, Top, CIP and SOC codes for five areas. This could be expanded in 2018-19 for all five years to make sure students and the college receive credit for programs correctly.</p>	<p>Associate Degrees for Transfer (ADT)</p> <p>Discipline faculty collaborating with counselling faculty on course sequences</p> <p>SSSP requires an abbreviated educational plan</p> <p>Transfer resources: guide sheets, web-based information (assist.org, UC planner)</p>	<p>Workable degree audit program</p> <p>5 program maps</p> <p>Individuals identified for mapping work groups</p> <p>Accurate declared majors</p>	

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path)</p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>Early Adoption</p>	<p>Faculty use of EConnect to provide Early Alert</p> <p>Degree Planner and Degree Audit software identified and implemented by the end of 2018-19</p> <p>Program Maps/Meta-Majors identified by focus teams, using student focus groups.</p> <p>Opportunities to increase the use of Learning Communities will be reviewed by the focus teams</p> <p>South Bay Promise expansion to 500 students from 90 will be enacted in Fall 2018.</p>	<p>The college piloted Starfish Early Alert (EConnect) in 2017 with a small group of professors from multiple disciplines throughout campus and with counseling to test features that allow faculty to provide timely and direct feedback to students on academic progress in their course(s), while connecting students to campus resources.</p> <p>Counseling created a degree planner focus group responsible for inputting catalog years, testing degrees, and certificate programs into Starfish.</p> <p>Further, training was provided to advisors, staff, and counselors on how to create success plans, degree audits, and how to track referrals from professors. The counseling division provided training at the</p>	<p>South Bay Promised will include 500 students into student support groups.</p> <p>Opportunities for the growth of Learning Communities will be identified by the end of 2019.</p> <p>EConnect will be used by 50% or more of faculty.</p>	<p>Scaling in Progress</p>

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			<p>annual College Day event and plans on providing at least three to five more trainings for adjunct counseling faculty.</p> <p>Learning Communities have been in existence for over 30 years at El Camino College and within the last five years have expanded through the Student Equity Initiative. Further, the Basic Skills Initiative has funded new learning communities for students in our English & Math accelerated programs. The KEAS program on campus has also contributed to the increase in learning communities for students who placed into pre-college level coursework.</p> <p>The South Bay Promise initiative on campus has resulted in new learning communities in Math to accommodate 300 new students for fall 2018.</p>		

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<p>10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p>	<p>Early Adoption</p>	<p>Identify and fund technology needs for student success, including the replacement of any underperforming software or the implementation of other software.</p> <ol style="list-style-type: none"> 1. Course Scheduler 2. Course Catalog 3. Degree Planner 4. Degree Audit 5. Curriculum 5. Accessibility software (possibly Ally for Canvas) <p>Make technology supports fully available to online students, embedding them within Canvas when possible (i.e. Cranium Café, Starfish/ECC Connect, NetTutor, Degree Planner and Degree Audit)</p> <p>Investigate the accessibility of technology supports and consider the purchase</p>	<p>Some of the software is already in place and in use, although it may be underutilized – Cranium Café (counseling), Starfish/ECC Connect (early alert), NetTutor, etc.</p> <p>The selection process for software that incorporates curriculum, scheduling, and course catalog functions has begun.</p> <p>First demo of Chumura – JobsEQ – to assist in data collection, particularly for career information.</p> <p>Starfish/ECC Connect and NetTutor embedded in Canvas.</p> <p>Consultation has gained the support of key constituent leaders to apply for the Online Education Initiative Consortium.</p>	<p>Students, classified staff, managers, and faculty (including those with disabilities) have online access to technological tools that support student planning and successful outcomes. Software for student use will be accessible and intuitive, not requiring any special training. Classified staff, managers, and faculty will be trained on and making broad use of efficient and intuitive software for planning and tracking student outcomes.</p>	<p>Scaling in Progress</p> <p>(Scale will vary - some software may still be under pre-adoption and others may be full scale)</p>

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		<p>accessibility software for Canvas, possibly Ally.</p> <p>Make fuller use of software that is already purchased and in place, including Cranium Café (counseling), NetTutor, etc.</p> <p>Incorporate explanations of technology for student use into new student orientations and highlight online resources on the web.</p> <p>Apply to join the Online Education Initiative Consortium, including the course exchange, to help students get all the classes they need to move more quickly to degree/certificate.</p>			
11. Strategic Professional Development - (Help	Early Adoption	Provide professional development workshops to faculty 1-2 times each	The Professional Development Office will be asked to assist in the program	Outcome: A better educated campus and greater cross-functional participation in the	Scaling in Progress

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Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.		academic year. <u>Spring 2018</u> 3CSN will be invited to hold their regional conference at El Camino College. <u>2018-2019</u> One or more professional development activities will be provided for the campus community, focus to be determined. Budget needed to pay for speakers and food and supplies for such events.	development. Topics for professional development can come from existing committees, such as the Multiple Measures Committee, the Process Improvement Team, the Integrated Planning team, or the Student Equity Re-Envisioned program.	work groups.	
12. Aligned Learning Outcomes - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and	Full Scale	Will not address during this time period Investigate program outcomes for all areas of the college, not just instruction. and student	Not applicable Existing efforts, linking SLO webpage to GP page Review program level outcomes as program reviews	Not applicable	No change

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across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.		services	are completed.		
<p>13. Assessing and Documenting Learning - (Ensure Students are Learning)</p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning</p>	In Progress	<p>Spring 2018</p> <p>Assessment of Learning Committee and the College Curriculum Committee will be invited to provide a representative to the GP design team.</p> <p>2018-19</p> <p>Student Learning Outcomes Assessment processes will be reviewed to align with GP efforts. These may include departmental planning and review and the use of TracDat in the assessment analysis.</p>	The Student Learning Outcomes creation and evaluation process can be aligned with the Key Element. This will also impact the Planning and Review process for departments, as well as Committee work.	A review and potential alignment of the previously mentioned existing initiatives.	Not Applicable

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<p>outcomes assessment to improve the effectiveness of instruction in their programs.</p> <p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>Early Adoption</p>	<p><u>Spring 2018</u> A focus team including math and CTE faculty will be developed.</p> <p><u>2018-19</u> The focus team will determine what divisions/departments are doing related to Applied Learning Outcomes, especially in programs such as the Conceptualized Math and Career Advancement Academy.</p> <p>The focus team will develop "best instructional practices" for contextualized learning and practice.</p> <p>Professional development</p>	<p>Professional development for all faculty, but with an emphasis for developmental math and English.</p>	<p>Faculty will be exposed to "best instructional practices" and gain experience contextualizing math instruction.</p>	<p>Early Adoption</p> <p>More professional development workshops will be available to instructors. MESA leadership can initiate or expand a joint program so that STEM students have an opportunity to learn about their future career directly from engineers through field trips or both short-term & long-term internships. These are wonderful ways for our STEM students to apply and contextualize</p>

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		workshops to improve instructional practices and offer greater opportunities to apply/contextualize learning.			what they learn at El Camino College

Please complete the following GANTT chart to indicate the timeframe during which you would anticipate incorporating each of the 14 key elements included in the CCC GP Self-Assessment into your plan. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				

CCC
GP
Implementation
Timeline

11. Strategic professional development						
12. Aligned learning outcomes						
13. Assessing and documenting learning opportunities						
14. Applied learning opportunities						

Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018- Summer 2019	Fall 2019- Summer 2020	Fall 2020- Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.			
\$ (Prefilled from allocation formula)			
Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
Sample Categories	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %
Actual amount			
Personnel or Release Time			
Faculty Coordinator	40		
Faculty Special Assignments			
Student assignments			
Professional Development			
conferences and travel	20		
EAB			
Workshop development			
Software			
Curriculum and catalog	30.00		
Degree Audit and Planner			
Appointment Scheduler			
Ally			
Other			
Supplies and equipment	10		
TOTAL	100%		

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process

During the spring 2018 semester, the Dean of Enrollment Services, Vice President of Student Services and the Vice President of Academic Affairs have been meeting with superintendents and principals from our six local public high school districts to promote our South Bay Promise Program. As part of the Promise Program, data-sharing has been part of our discussions with the districts. Student acceptance into the Promise Program will be facilitated by having high school student data imported into the ECC system.

Additionally, the College has a Basics Skills Student Outcomes Transformation (BSSOT) grant. As part of the grant efforts, the inclusion of high school grades and gpa were piloted for math in 2017-18. The program was expanded in 2018-19 to include approximately 1000 students being evaluated with high school data. English is in progress, but behind the math department.

The data sharing agreements, once implemented, will move the college to full implementation. The current plan is to have the district sign the data-sharing agreements at the conclusion of the spring 2018 semester

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):