



Academic Senate of El Camino College 2017-18

May 1, 2018

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

Office location: Schauerman Library, Room 273

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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (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

May 1, 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	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Josh Casper (BSS)^R 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^{*R} 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^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 18/19
Colleen McFaul 17/18
Russell Serr 17/18

Natural Sciences

Sara Di Fiori^{*R} 18/19
Darcie McClelland 19/20
Troy Moore 18/19
Shanna Potter 19/20
Anne Valle 18/19

Business

Kurt Hull 18/19
Phillip Lau^{*R} 18/19
Josh Troesh 18/19

Humanities

Rose Ann Cerofeci^R 18/19
Sean Donnell 18/19
Ashley Gallagher 18/19
Pete Marcoux^{*} 18/19
Christina Nagao^R 18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Paul Flor 17/18
Chris Halligan^R 17/18

Associated Students Organization

Bryant Odega

Counseling

Seranda Bray 17/18
Anna Brochet^{*R} 18/19
Rocio Diaz 19/20

Industry & Technology

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

President/ Superintendent

Dena Maloney

Division Personnel

Randal Davis

Ex-officio positions

Chris Jeffries ECCFT

Carolee Vakil-Jessop ECCFT

Library Learning Resources

Analú Josephides 18/19
Mary McMillan 18/19
Claudia Striepe^{*R} 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 (confirmed).

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 McClelland. 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 Fahnstock. 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
MMAAP	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

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

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

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Linda Ternes (MS)
- Jeremy Smotherman (IR)
-

Excused: J. Troesh, S. Di Fiori,
R. McMillin, A. Valle

ACADEMIC SENATE MINUTES

April 17, 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 fifth Academic Senate meeting of the spring 2018 semester to order on April 17, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the April 3, 2018 meeting. C. Striepe moved, A. Josephides seconded, and there was unanimous approval of minutes.

KDD: Now we come to the portion of our program where we welcome one of the division personnel, aka our deans, to come and introduce themselves and tell us a little bit about their role on campus. Today's visitor is Linda Ternes. Some very good news for Math students, but some sad news for El Camino. At the Board meeting last night, Linda's promotion back to the classroom was approved by the Board of Trustees. She will be teaching Math again, at one of our area competitors. We will miss you! Linda has been an invaluable member of the Ed Policies Committee. We so appreciate her detail orientation and her analytical abilities taking complex policies and procedures and helping us make them make sense. I think most of all we appreciate her team approach -- she is such a great teammate. She has been invaluable to the process! You will be sorely missed, but we are excited for you in the next step. I'm trying not to be selfish and be excited for you. Please tell us a little bit about yourself.

Linda Ternes: I never want to go through that interview process again, it was grueling. I am very excited to go back to where my heart is, and that is working with students. I feel like I can be a great impact in that capacity. I have been here at El Camino for 2 ½ years in the role of Associate Dean of Mathematical Sciences. I have worked with some great colleagues, faculty members, and staff. As I was telling them that I would be stepping down from my role, I had to catch myself, because I am going to miss them. I was on the Ed Policies Committee. I was telling one of my faculty members yesterday that is one of the things I am going to miss the most. I am a big policy person. If you don't have policy then things don't work right. If you have policy and you don't enforce it, then why do we have it? It was fun for me and I really enjoyed it. I am hoping that I am able to get involved in something like that where I go next. Thank all of you for what you do for the college.

KDD: We heard at our last meeting from Rory Natividad. News came through since that last meeting, that he has finished his doctorate. Congratulations to Dr. Rory Natividad. If you see him, you can share the congratulations!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

We have a lot of business and a strong sense of investment on our campus in the senate purview. We want to make sure the senate is consulting on important business. The campus is very busy now so, as a result, so are we. Please mark your calendars for our June 5th meeting. I am either naive or optimistic. Every semester I think that maybe we'll be able to do without the tentative meeting, but we need it to get through Ed Policies, program discontinuance, and other business. The June 5th meeting is now confirmed.

At your table, you have some talking points. This is business card size so that you can easily put it into your wallet or the place by your cellphone where you keep your credit cards. The whole idea and purpose behind this is so that we have data for those elevator speeches when we have the moment where we can talk to folks about El Camino College. Certainly we have a student ambassador program, but we also know that faculty are important ambassadors out in the community. This is a great way to remind yourself of who we are and what some of our accolades are. This was

produced by the Foundation, so thanks to them for making copies available to us. These were shared at the BOT meeting last night. With Andrea Sala's permission, I am now able to pass them on to you. Feel free to pass it on to someone if you feel like they would be in a better position to make use of this. If you need more copies, the Foundation can help you. There is also information about the Foundation, but that is relevant for us as faculty as well. We are writing letters of recommendation, we are encouraging our students to apply for additional funding so that they can stay in school and reach their educational goals. There is lots of great information in there about El Camino. One of the themes at the BOT meeting last night was that we had someone from the community come in and talk about how appreciative he was of the work we are doing to get out there in the community. Our administrative leaders are visiting meetings and networking to make connections to let folks know about the great things that are happening here at El Camino. If you have questions or suggestions or need more copies, contact Andrea Sala in the Foundation.

Some El Camino events I wanted to be sure you knew about. The Planning Summit is happening this Friday, April 20th. Can I see a show of hands for those of you who will be at the Summit? I see, the usual cast of characters. We will hear about the results of the Bridging Study and then start the development of the Strategic Plan.

Please do help us get word out, take it back to your division. Let people know about the Town Hall meeting on Thursday of this week. In my experience, this is the first time we've done this in a long time. This is a great new initiative on this campus. It is a great way for folks to hear about some of the things that are happening across campus. I know we are very well informed as a senate, but this is a great way to cast a wider net. We want to make sure that more people know about the things that are happening. There will be presentations by Dr. Maloney and the VP's about things that are happening in their areas. If that wasn't enough to get you there, there will be Warrior spirit wear distributed.

The Employee Climate Survey has already gone out. Please do ask your colleagues to respond to the climate survey, especially our adjuncts, who are often under-represented on our surveys. We certainly want to know what is happening on our campus from their perspective. Look for an email from Irene Graff.

Thanks in advance, to those of you who are accommodating the Institutional Research department's outreach for the Student Climate Survey. Some of us have been selected to have them come into our classes and survey students during class time. We are hoping that will yield a really strong response rate. Thanks for making time during your busy schedules to accommodate IR's research team.

There is an area even I wanted to make sure you knew about. This is a Student Engagement and Success Summit at Glendale Community College on the 28th of this month. For more information, about this summit, go to:
<https://www.eventbrite.com/e/student-engagement-and-success-summit-tickets-44149291720>

Seventeen hours ago the BOT meeting ended for April. We had a late night! I wanted to give you a few updates on some of the things that are happening. You have been hearing a lot about Ed Policies, including Board Policies and Administrative Procedures that we have been working on in College Council. Obviously, starting with Ed Policies and moving on to Senate, then College Council. Obviously, you have not seen all of these in this body, because not all of these fall under our purview. I want to keep you abreast of some of the things that are going through the BOT. I don't believe there were any 2nd readings, I think these were all first readings. The Board Policies have to be approved by the BOT. Administrative Procedures we submit to them for information only.

Also last night we heard from Ross Miyashiro on the Process Improvement Project. We got an update on a number of new things that are happening. New initiatives to support students from the first point of contact all the way through orientation. We are also having another look at our Financial Aid processes. Some of the key themes were service, improved electronic resources, but also making sure to pair those electronic resources with a human touch. It is a great presentation, I encourage you to have a look because it is a great overview. The link to the presentation is here as well as on the BOT agenda on the ECC website.
[https://www.boarddocs.com/ca/eccd/Board.nsf/files/AXPN3X580110?\\$file/Process%20Improvement%20Presentation%20-%20Ross%20Miyashiro.pdf](https://www.boarddocs.com/ca/eccd/Board.nsf/files/AXPN3X580110?$file/Process%20Improvement%20Presentation%20-%20Ross%20Miyashiro.pdf)

The other presentation we had last night was the Marketing Plan. The focus there is on increasing enrollments and increasing dollars. We learned a little bit about how the college is applying insights from the Bridging Study and how we

are moving the needle on engagement with social media. The most noteworthy improvement was engagement on Twitter increased by 84% from January to February of this year. The question is how do we turn that into people warming chairs in classrooms? That is still to be determined, but it is great to see the needle moving on some of those issues.

[https://boarddocs.com/ca/eccd/Board.nsf/files/AXQRTT5EA577/\\$file?ECC%20Marketing%20Strategy%20Presentation.pdf](https://boarddocs.com/ca/eccd/Board.nsf/files/AXQRTT5EA577/$file?ECC%20Marketing%20Strategy%20Presentation.pdf)

Last but not least, College Council is going to be reviewing the college governance structure and the Making Decisions document. That is not something we are going to undertake in depth before or during the accreditation process. But we would like to have a plan before we go through accreditation for how we are going to have a look at those to see if they are working or not, and what we need to do to make revisions.

b. VP – Compton Education Center – Paul Flor

KDD: That brings us to Compton. C. Halligan: We have a couple of announcements. First of all, we have Jonathan Lightman at our campus on Thursday. We are having a 12:30 meet-and-greet with cookies and refreshments. I am going to get him a cake, you do know that he is retiring. We would love it if people could come and take an hour to join us. You don't have to stay for the Senate meeting, where Dr. Curry, our CEO, will be saying a few words and presenting him with a commendation. It is very important to us. I'm not sure you understand how important Jonathan was to us. The partnership between us never would have happened if it wasn't for Jonathan fighting for AB 318 for us. Then Compton could be saved and we could find a partner by having two districts under one college. We really wanted to honor him as he goes into retirement. If you could make it, that would be fabulous!

Very quickly, to get it on the books, we are going through our board policies exactly like you are doing. We just finished our first readings on a big list. It is the same process as here. We had our very first "Curriculum DAZE" on Friday about two weeks ago. Our new VP of Academic Affairs put it on and it was a smashing success. Compton faculty are excited and are on board. We are basically taking El Camino's curriculum and tweaking it a little bit to suit our college. We are having our second one in two weeks.

One more little plug about the FACCC Board of Trustees election. Your colleague, Ms. Rocio Diaz, absolutely vote for her. If you are so inclined to make your second choice in the election, myself, Christopher Halligan, please do so!

KDD: I am pleased to say that, according to the board policy on political activity, you are operating within those regulations, Chris. Since FACCC is a faculty organization. Now if you're campaigning for your favorite congressional candidate, not so much!

c. Chair – Curriculum – Janet Young

Janet was unable to be here today because she's reviewing curriculum software programs. The College Curriculum Committee minutes and other information can be found at: <http://www.elcamino.edu/academics/ccc/>

d. VP – Educational Policies –Darcie McClelland

D. McClelland: I am actually on the agenda twice today, and we didn't have a meeting last week because of spring break, so I will wait.

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

S. Allen: We also did not meet last week because of Spring Break, but I wanted to make three announcements. I want to remind you that Informed and Inspired is next week on Thursday. We didn't want to compete with Dr. Maloney this week, and the students that we are working with the Student Equity Advisory Council needed a little bit more time to recruit student panelists. So we hope that you will join us on Thursday, April 26, and our theme this month is "Women of Color."

My next announcement is the Great Teachers Seminar. We typically send three faculty to this seminar every year. Unfortunately, because of the mudslides in Santa Barbara, the facility where this seminar is typically held is destroyed. They needed to relocate to Monterey. It increased the cost, so this year we will only be able to send 2 faculty members, one part-time and one full-time. We encourage you to apply and the deadline is May 1. You will notice in our minutes that we talked about this and members of the FDC have attended this seminar. They really enjoyed it, and they talked about it more as a retreat rather than a conference. One where you get to share your teaching ideas and best practices and learn with fellow colleagues from other community colleges throughout the state.

My 3rd announcement is for our Pride Leadership Academy. We have extended the deadline to April 25. I want to encourage you and colleagues in your division to join the PRIDE Academy. This leadership academy is really the idea of Dr. Maloney, whose motto throughout the academy has been to “lead from where you are”. The academy is open to faculty, staff, and managers. It is a way to build your leadership skills and learn about what’s happening here at El Camino College and throughout the state.

f. VP – Finance – Josh Troesh

J. Troesh is unable to join us today. The Planning & Budgeting Committee minutes can be found on the website at: <http://www.elcamino.edu/administration/president/pbc/agendaminutes.aspx>

g. VP – Academic Technology – Pete Marcoux

P. Marcoux: We have a College Technology Committee Meeting right after this one. There is an interesting handout listing the various new software programs that the school is scheduled to purchase to help with the flow of things. I’m not sure if they shared it with the board last night. It is a nice timeline of what’s to come, we’ll have it at the next meeting. We are definitely moving towards a paperless campus. No more triplicate or typewriter. KDD: Dr. Maloney said at the BOT meeting last night, “If you are a three-part form on this campus, your days are numbered.” C. Wells: Is there a procedure if there is a software that I want to use for a class that I can do this? P. Marcoux: Yes, but there isn’t an official procedure. You want to contact Thurman Brown. You have to purchase it the first year, and he is looking for purchases to be on a June/July cycle. After that first year, they will pick up the cost of the software. M. McMillan: Has there been an update when everyone will get the Microsoft One Drive? P. Marcoux: It is not implemented yet in terms of faculty moving their email and everything to One Drive. You can use One Drive with your El Camino email. You can create a free One Drive account. It is a little different from the system-wide service that’s coming. They are moving new students to One Drive for their email. Students coming in the summer and fall will be in the cloud for their email. KDD: We wait for the current students before we get One Drive? P. Marcoux: Once they get the bugs out, then they will move faculty and staff.

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

R. Serr: I don’t have a lot that’s new since our last meeting. The ALC met yesterday. Some of the faculty may have gotten an email regarding participation with the ILO Assessment. This semester we did the data, next semester we write the report. We are already planning the Communication ILO for next year. Nuventive, which used to be TracDat, now reflects the spring 2018 assessments. If you look on your homepage, you will see a whole new group of red flags. Some of the assessments that didn’t make it by the last deadline, they still need to be done if there are any stragglers. All of those go on the website, and we sure don’t want any that are flagged. If some faculty still haven’t done their assessments for fall, do it ASAP. Program Review, if you haven’t done your student surveys by now, you should at least have them ready to go. Your Program Review is due in September, the first draft. D. Meek: Are we allowed to make our own survey? R. Serr: Yes, if you use Institutional Research, contact Carolyn Pineda. You can change their generic version like you want, or you can use your own. The good thing about using IR is they will scan the surveys and give you all the data. They will give you the bar graphs and everything so you don’t have to do it yourself.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

J. Shankweiler: Very quickly, because I know you have a big agenda. I just got back last weekend from a conference in New Orleans. It was all about digital learning and it was a wonderful conference. The ideas are flowing through my head and I haven't gotten a chance to talk to Pete yet. We are way behind! That is an area we need to pay more attention to in the future. Just before lunch, I got an update on Guided Pathways. Dr. Maloney got a letter that she forwarded to me from Chancellor Oakley that he received our Guided Pathways Work Plan. Our money should be coming in April. Considering it's the 17th, that gives them a little bit of time to get it to us. We have already started spending it. We have a meeting tomorrow to finalize our job description for a Faculty Coordinator to work on this for next year. It will get announced as an "Interim, In-House" opportunity for a faculty member to be our Guided Pathways leader for next year. We are also scheduling our team visits. Members of the Guided Pathways Team will be coming to the divisions and departments and talking to people about what Guided Pathways entails and asking, "What direction do we want to take?" So we need input from faculty to volunteer to be on committees that will take this work through next year and really develop the framework that we want to implement on our campus. We will do the same thing for students, so some of our teams will visit ASO and ICC, as well. We need student leaders on that as well. KDD: Where are these teams going, to division councils, department meetings? J. Shankweiler: Whatever they can schedule with the dean. So not a lot of deans have huge division meetings any more since it's mostly faculty and managers, it will be when they can get to the meetings. KDD: If the meetings are open meetings scheduled at the college hour you may get broader attendance.

J. Shankweiler: We are coming to the end of our process for looking for software for catalog and curriculum. I don't know if you realize how much work Janet has been doing. The program feature for CurricuNET is broken. She is literally typing programs on paper, so that we can get that submitted to the Chancellor's Office. Even the courses, when they get copied over, are losing big sections that have to be copied. To consider software for curriculum, we had three different companies do a webinar with select groups. Then we brought the bigger group onto campus for a demonstration. We haven't heard anything bad about the program we chose, DigArc. The contract is in purchasing to review; Art gets to review the data. Hopefully, when our Guided Pathways money comes next week, we will have money for a contract for that. Also the catalog is currently done on a word doc. That is SO MUCH WORK for Lavonne. I'm surprised she can walk in a straight line, she has a lot of work. This will make her job so much easier, and make our catalog interactive for our students. They can pull up just what they need to look at, including their programs. And we have an opportunity to improve that with Guided Pathways next year. We'll be able to put in our program maps.

The other part is the scheduling part on our side, not the student's side. We have to make sure the courses are scheduled so that there's not overlap, to make sure we have the right number of sections, and that we are meeting the requirements for the courses so that we can collect FTES. Art is giving us a demonstration from an Ellucian product that we may be able to use, to help streamline that process. That will make it much easier for the division offices for scheduling. If that doesn't work, we will look for something else. At least we'll know that that part is in the works.

As most of you probably know, faculty hiring has begun and is in full swing. Then it starts for Dr. Maloney and me. There is one week I have six interviews for finals; that is great because we are hiring new faculty. The annual planning process has also begun. I have been talking to the deans on what we're moving forward. We will be doing all our prioritization at the area level now. On instructional equipment, software, hardware, and furniture. Any questions? C. Wells: Is there an online catalog? J. Shankweiler: Yes that is what it will be, an online catalog. C. Wells: Whatever changes will be current. J. Shankweiler: You don't want to change it all the time, but as we make changes in the curriculum, it will automatically go in the catalog. Then when Lavonne is ready to publish, she will push the submit button and then it will be available. It will update continually and then we'll publish. Then the addendum will be really easy. If we change a course number, it has to be changed everywhere in the catalog, which is 50 different places. If it is a prereq, then it needs to be changed in 200 places. If this curriculum works like the salesman says, it will change everywhere. M. McMillan: Will this catalog be one that will solve our SB1359 issue? J. Shankweiler: No. If you don't know, that's the one where we have to identify free and low-cost course materials. So the open education resources. We should be ordering textbooks on Formstack, which is an electronic submission of your textbook requests. We are going to have a field that identifies low cost. We have to agree on what low cost is or "zero" cost. Then we will be able to get that in. When we turn in the textbook orders that will make it easier. I still don't know how we are going to handle all the changes in faculty as that comes through. P. Marcoux: You mentioned furniture, can you expand a little? J. Shankweiler: Furniture across campus. When we put in our requests in the annual plan, there are six categories: facilities, furniture, instructional equipment, non-instructional equipment, software/hardware, other. Most of that is if you need new chairs or tables, things like that. That will come from offices more than program review. P. Marcoux: In Humanities, our

computer labs are a mess. There is a screen pulled out of the ceiling. J. Shankweiler: That should be a facilities request. The VPs will have to prioritize and say, “Yes, this really needs to get done,” or “No, this can wait.” A. Ahmadpour: If something is broken, you need it fixed. J. Shankweiler: There is a process. You shouldn’t get a new chair just because yours doesn’t match. And if something is broken, put in a work order.

Ross Miyashiro – VP of Student Services

R. Miyashiro: Just to reiterate, this Friday is the planning summit. We have a lot of great speakers, and we have the Bridge Study which will be an hour-long presentation. We hired a company to go out and ask the surrounding community in all age groups what they know about El Camino College. We have all the results. Part of my role was to put together the icebreakers. So if you sit at a table, you will be playing Table Bingo. I can’t give the answers away and we are going to have a hot breakfast.

The second thing I want to make sure people know about is that April 27th is The First Generation Conference at El Camino College. This was originally created by UCLA. Our people at ECC recruited some experts from UCLA to speak and we are doing a version for community college. The whole point of the conference is to make sure that we are able to support, encourage, and advocate for our first generation students. If you are a first generation faculty member or professional classified then you are able to mentor these First Generation students. We want to make sure we can change people’s lives.

Jean already mentioned this, it is scheduled to be finished May 1st. We have an update meeting this week. We have already started the implementation of College Scheduler. It will allow our students to tell our software when they can NOT go to college. An example is: I work Monday 8-1, Wednesday 8-1, and Friday 8-1. I have to take care of my siblings from 5-9 on Tuesdays and Thursdays. But I need these 4 classes. I put in that I need Math, English, Biology and Chemistry. Then I hit a button and it will go into Colleague and pull out our schedule. It will give the student every single combination of classes that fits their schedule. They hit a button, and it moves the classes into colleague, they hit another button and they are enrolled. There is no more making grids, it will help students find classes easier. It is artificial intelligence -- real time -- and they can find full loads where before many students could only find three out of four classes. This will be a great addition for our students.

The second piece of software that we are about to introduce is CRM recruit. It allows us to start tracking students from about the 5th grade all the way until they enter El Camino. We can continually communicate with students and their parents about what college is all about and what programs we have to offer. It will be an opportunity for faculty to start sending letters out to students. “Hey, I’m a physics professor and we have a great program here at El Camino College.” Students need to know what we do. We need to start marketing what a great faculty we have and people need to know it. We need those venues to show you off.

The last thing I wanted to mention is ECC Connect. We are about to scale up ECC Connect. What is it? If you have a student who is not showing up to class, seems disengaged, listens but does poorly on testing, or a great student but their papers aren’t up to par. These are reasons where you can pull up a drop down menu, hit a button and we will have a response team reach out to that student. We can connect them with tutors, the writing center, go check on their welfare if they aren’t showing up, or send them a letter. We did this at my last school and we found out that one of the students had a gang shooting in their front yard. Their house was taped off and they were afraid to leave their house. We are able to contact the faculty member and the student and get make-up work for them. Those are the things ECC Connect can do for you. It also can give kudos. Like Pokeman Go, if you level up, then you can get put in a special club. You can give them amenities, some ECC giftware. Something to encourage them to do well. C. Brewer-Smith: Where can we find ECC Connect? Ross: We will give you training, it takes about 15 minutes. Dr. Patel is heading that training. If you YouTube Starfish, you can see the training videos. The hard part about Starfish is intervention. We are going to have a 24 hour response team that responds to the students, calls them and gives them the human touch. We want to get the student motivated to go to tutoring. A. Ahmadpour: Have the first generation mentors been chosen? R. Miyashiro: Yes, we are developing it right now. Go to the conference to find out more about it. This is the kick-off program for what we hope will be a long process. A. Ahmadpour: So we will continue that? R. Miyashiro: Yes, this is the big kick-off conference, and we hope to run it every year. A. Ahmadpour: Do you have the infrastructure for ECC Connect and the support for these students? We don’t even have counselors for our students. How realistic is this? R. Miyashiro: We will pour

resources into it as much as it takes. I have implemented it before and it starts off slow and it grows so then you need to grow the resources. I have already been strategizing what funds I am going to pull from and I have ideas and we are already building the people who will go out and reach out to students. We have classified professionals. If the student went through a trauma like a shooting, then we do need counselors. If the student is having time management problems, then we do need counselors. We are building out who does what in these scenarios. We just got a grant and we are pouring in \$20,000 this spring and summer for training. C. Brewer-Smith: Do I need training to send a student? R. Miyashiro: The program will pull your roster, when you log in your whole class will show up. Then all you need to do is a few buttons, it may take ten seconds. KDD: There will be training for faculty, also. Thanks everybody.

E. UNFINISHED BUSINESS

BP/AP 4226 Multiple and Overlapping Enrollments: 2nd Reading – D. McClelland (pgs. 17-18)

KDD: This brings us to unfinished business. Do I have a motion to approve? C. Wells motioned, L. Kjeseth: seconded. D. McClelland: I'm not reading through the entire thing again. Are there any questions? C. Striepe: In the big second paragraph, should Admissions & Records be capitalized? KDD: Yes, thank you Claudia. Any other questions or comments or feedback? A. Ahmadpour: What is the point of that? On page 17, what is the point of a student enrolling into two sections of the same Art 101 class? D. McClelland: Students can shop for professors. We don't always know why it happens, we just know that we need to prevent it. KDD: We had a lot of feedback last time, and this is our third time to talk about this. We may be ready to vote, but we don't want anyone to feel rushed. C. Wells: Call for the question? KDD: All those in favor? All approved. Congratulations to Darcie for getting her first BP/AP through!

AP 7211 Faculty Service Areas, Minimum Qualifications & Equivalencies: 2nd Reading – D. McClelland (pgs. 19-24)

KDD: I don't even remember how many times we've seen this. It got all the way through consultation, it went to the College Council, and then we had some brilliant ideas for changes. Then it came back to Ed Policies and the Senate. Thank for your patience, everybody. L. Kjeseth: I move that we approve this. C. Wells: I second. Darcie: I am not going to read through the whole thing. If you remember the major changes from College Council, on page 22, we decided we needed to have some consistency across the college with our hiring. In regards to people who are seeking equivalency to be hired. There is actually going to be an equivalency committee that is going to make the final decision about equivalency. So the department will provide a recommendation to this committee and if this candidate makes it to a presidential interview, this committee will have the final say. KDD: The Equivalency Committee has been very active, as Carolee, Darcie and Jean know, with our emergency hires. Less so with our selection committees for our full-time hires. So we want to make sure both those processes are working consistently. I don't remember other changes, but at the bottom of page 23, there was a suggestion in the last paragraph. The effectiveness of this process, and the consistency of its application, (that was the addition), should be reviewed every 3 years. Any other questions or comments? We'll hope this is the last time you see this until it's posted on the website. All those in favor? Yes, and thank you to everyone.

F. NEW BUSINESS

Student Withdrawal Survey: 1st Reading – Jeremy Smotherman (pgs. 25-29)

KDD: This is information about the Student Withdrawal Survey. This will be our first reading. Sara Di Fiori was the first one who reached out from the Enrollment Management Committee to see if we could think about the idea of a student withdrawal survey. I am sure Jeremy has been hard at work making it happen. Jeremy Smotherman is from Institutional Research. J. Smotherman: The idea of the withdrawal survey is to get an idea of what our students are going through in terms of why they withdraw. It helps to increase the retention for our students as a whole. What factors go into that and does it negatively affect their enrollment in the future? So if I withdraw from a class, does that mean I am withdrawing from El Camino? Or does that mean I am withdrawing from this one class? How can we reasonably provide services to support that? It's really more of a retention tool. So how can we best serve the students as a whole? In terms of question themes, the main areas are; Financial Aid, Access to Technology, ECC Connect, Academic Support, Student Preparation (Do they feel prepared?), Enrollment (multiple enrollments). Those are the main goals there, when we go to the sample questions, it is more the idea of the student experience. I am enrolled in the same course, or a similar course, I have

personal family events that have prevented me from attending regularly, I will enroll in this course again, future enrolment, I did not feel prepared for the course, I don't have access to financial aid, I didn't have access to the technology required. P. Marcoux: On the themes, the 2nd question refers to stuff outside the campus. Shouldn't that be reflected in the theme? Shouldn't there be another theme, like personal issues? J. Smotherman: Good point, I will write that down. Thank you. C. Wells: Can you go to the other slide? KDD: ECC Connect and access to academic support are sort of two different questions. Access to academic support is the umbrella question. ECC Connect would be one example of many. J. Smotherman: The initial idea was that we have ECC Connect and then students could get pushed over to tutors and things along those lines. That's where the academic support component comes in. ECC Connect is more like a flowing aspect of that. KDD: It's a tool, because lots of students are accessing those resources and not through ECC Connect. So it would probably be good to separate those out. Then we get a truer measure of the impact of ECC Connect. A. Ahmadpour: One is heavier than the other one. Academic support is heavier in terms of need. KDD: Yes, so maybe it is broader and more complex. C. Wells: How about the cost of textbooks? M. McMillan: That was my request as well, cost of course materials. That seems like a good place for it. J. Smotherman: We were trying to keep this relatively manageable. We could imbed some supplemental questions. C. Nagao: This might be a finicky English instructor, but the second to the last option is not in sentence form. Like the others, I wouldn't know what that meant. J. Smotherman: That question is still under development. P. Marcoux: Will students know what ECC Connect is? Is it popular enough that most students know what it is? KDD: That is a great point. How I'm using ECC Connect is not as a way to communicate with my students, but to communicate with resources across campus. My students may not necessarily be aware, but they get a phone call from Anna Brochet. The other thing I was going to ask about is, 3rd bullet down says, "I will enroll in this course again in a different semester." Can we have a dialogue box where we ask them, When? Maybe that is a little bit of a nudge. If they just say I'm going to do it sometime in the future, they are a lot less likely to do it. T. Moore: There exists a group of students who enroll in courses to meet the requirements for financial aid and they tend to withdraw before the deadline from day one. I wonder how we are going to capture these students in the survey. I would not answer this question honestly if I was doing that. P. Marcoux: They aren't going to answer it anyway. C. Wells: A different semester, is there a possibility about a different instructor? J. Smotherman: We were trying to stay away from the aspect of individual instructors. It is more about the support than the instructor. A. Josephides: I have numerous students who come into the library that feel comfortable with me and they seem to connect with me. I often send them to counselors because they ask questions that I cannot answer. I will enroll into this course in a different semester. They always convey this to me. Just the way it is written is actually the way they speak to me. Would this survey have any area in which they can identify any type of support system or whom they might have communicated with in the process of making that decision? I'm not sure if it is relevant to this survey, but those are thoughts that came to mind. KDD: Maybe ask them, in making this decision, did you consult anyone and if so, who? A. Brochet: Students sometimes get referred to me because the teacher told them to drop. I don't know if that could be captured. For number three, I was thinking not just when, but could you ask why? Maybe a comment box? I will be very honest and the students sometimes say they want to take it from another teacher. R. Diaz: We did this on a small scale with The Opportunity Projects, our basic skills program. We contacted our top students who dropped with a "W" to ask why? And a huge one was work. I don't know if that would fall under personal and family events. KDD: That may not come up in the Financial Aid question either. Students tend to see that separately. There was a question, "Can we just put a box and ask why they dropped?" KDD: This is qualitative vs. quantitative. If we want to be able to analyze the data quickly, we can't have open-ended questions. S. Potter: Here are some things I have considered. Sometimes they change their majors, or they are worried about their GPA. A. Brochet: Maybe they took the wrong class. J. Smotherman: One thing I would like to point out, please go over the pages that we have, from 25-29. I would like to highlight 28. It gives you an idea how many students withdraw in a semester from 12/2017, how many overall withdrawals we've received, and on page 29 it gives you our plan to look at the data. KDD: We will see this again at the next meeting. Thank you for all the feedback. Take this back to your colleagues and see if they have feedback. We'll see Jeremy again.

Flex Matrix Revisions: 1st Reading – Stacey Allen (pgs. 30-32)

S. Allen: Please turn to the back of page 32. I reported on this last fall with a little bit of information. Today is the actual proposal coming to you. We are excited to bring this to you to get your feedback. You will recall that last spring here at Academic Senate, we spent one particular meeting talking about some of the issues and concerns that were raised regarding flex policies and procedures. Some of those concerns were changes to the Flex Matrix, this one in particular. And the FAQ's that were made without faculty input. In addition, some of you had mentioned or noted maybe a change in culture in the Professional Development department and some of the procedures such as flex activities that had once

been approved were now being denied. Or even sometimes activities had been approved by a dean, then denied. Others said there had been a delay in feedback on submissions. As a result, to address these concerns, Kristie and I met with Dr. Shankweiler and Lisa Mednick of Professional Development over the summer and one of the recommendations that came out of that meeting was the formation of a subcommittee. That subcommittee consists of myself, Claudia Striepe, Carolee Vakil-Jessop, Evelyn Uyemura, and Briita Halonen. We have been meeting since October. At our first meeting we outlined our goals. For number one, we wanted to review and revise the Flex Matrix, to review and revise the FAQ's, to develop a review process for appeals in case flex activities are denied. We also decided on a fourth goal, to develop a list of recommendations for Professional Development Best Practices & Procedures. We have spent the past six months just tackling the first goal. We did a lot of research. We looked at the Ed Code, we looked at Title 5, and we also looked very thoroughly at the handy guidelines for the implementation of the flexible calendar program that was authored by the state-wide faculty development committee. We also looked at other colleges to see what they were doing, and that was very interesting and very telling. What we found was there isn't a lot of consistency. There are a lot of different approaches to flex. That was important, because it told us we had a little more wiggle room than we had anticipated when it came to revising the Flex Matrix. With that, if you will look at the last page, 32. I know this is hard to read, but you might be familiar with this matrix. Raise your hand if you ever completed an activity that you thought was flex worthy, then you consulted our matrix and you tried to figure out which category does this go in. What does this language mean? This fits into three different categories. That is where we started and we sort of scratched our heads when we wanted to revise this because it seemed so confusing. Where do these categories come from? We had this Eureka moment when we found this in Title 5. So that is what I have for you on page 32. So you'll notice that the part that made us the most optimistic was that #4, the last sentence says, "activities for college personnel may also include, but need not be limited to the following." Then there are those categories that we've been using for our flex matrix. What we found at other colleges is that some are using something very similar, some are using categories that actually came from Ed Code, and others were using something that came from the guidelines. In the guidelines what they dictate is that our flex categories have to address 3 categories. #1 - Staff Improvement, which really has more to do with traditional professional development related to your discipline. #2 - Instructional Improvement, like teaching methodology. And #3 - Student Improvement. What we came up with is what you'll find on pages 30-31. We came up with a 3 + 1 system. What we have is our 3 primary categories: Faculty/Staff Instructional Improvement, Student Improvement, and Institutional Improvement. Our + 1 is the "Other." When we came up with this new matrix, we wanted to really address a couple of things. We wanted it to be clear and straight forward. We wanted it to be user-friendly, unlike our old system. We wanted our language to be more inviting. Yes, flex is mandatory, we are required to complete 24 hours of flex credit every year. Nine hours of which we fulfill during fall/spring PD day. The remaining 15 we wanted the language to reflect a more inviting tone so that we get to engage and do things that we find meaningful. We are excited to bring it to you and hear your feedback. I have Claudia and Carolee here to field questions. P. Marcoux: This is very good and a long time coming. I appreciate it. A couple of changes or suggestions. In the faculty column, perhaps replace attending with participating. S. Allen: On all or some? P. Marcoux: You guys decide. In the 2nd one, it should say something like participating in off-campus/online conferences, workshops, and put in webinars, those are kind of big. It needs to differentiate between on campus and online. The 4th bullet: Don't limit it to podcasts. Interacting with online media. It could be You Tube videos, online training, Ted talks, and things like that. S. Allen: Then it becomes interacting with online media. That encompasses the reading, viewing, listening. P. Marcoux: For the 2nd bullet, it should change to relating to your pedagogy, not discipline. KDD: If I see Hamilton and I submit for flex credit, the answer is no, because that's not my discipline. A yoga class could count for our secretary, though. Stacey: I agree, but for the 4th bullet, we'll do that in this one. P. Marcoux: I think you could get rid of that if you put attending or participating. These are just suggestions. A. Ahmadpour: Is there any activity which is not verifiable? What if I do a Ted Talk? S. Allen: That will be tough. There will be some that are not verifiable. Maybe write a summary or report. A. Gallagher: That is what I have done when I have gone to a literary meeting. I will write up how I am using it in my creative writing class. Just take the time and make the connection of how it is going to be utilized. S. Allen: That may be another step in our process. P. Marcoux: Maybe proof or self-reflection. R. Galbavy: Under Institutional Improvement, at any given time I am on 4-8 committees. We are doing a lot of work for institutional improvement. Is there a way to get a section on there that talks about the fundamentals of committee work? Sometimes we do hours and hours of work. J. Shankweiler: The contract doesn't quantify committee work. You need to be on committees. S. Allen: We have in our preamble, a section that has to do with the "above and beyond" routine committee work. I understand that, there are some of us who are on several committees. Then there are others who are on none. We are not getting any credit for that. I will point out something else, you will recall that on our current flex matrix there is a column that indicates how many hours you can earn for an activity. In all of our research, we did not find anywhere guidelines for that. Other than you cannot earn more than what is considered an instructional day, which is 6

hours. If you go to a conference for 8 hours, you can only earn 6 hours. A. Ahmadpour: Why? KDD: It is in the Chancellors Office guidelines. C. Wells: Is there an issue with having more flex recorded than you need? S. Allen: That might be a software issue. I don't have an answer for that. P. Marcoux: In the event that there is a disagreement? Do we have language for that? S. Allen: That is not in your paperwork that is goal #3. That is what we are getting to next, the FAQ's and the appeals process. KDD: Thanks to Stacey and the subcommittee!

G. INFORMATION ITEMS –DISCUSSION

Associated Student Organization Information & Updates – Bryant Odega

Hi everyone. I have a few updates regarding ASO. Last month we attended the American Student Association for Community Colleges (ASACC) in Washington DC. That is the nation-wide association for all Community Colleges in the US. Two are two components; the conference, and the congressional visits. The conference mostly involved leadership development so you could advocate to your representatives and make opportunities. Then we had the opportunity to meet with our reps. Here is the list of representatives we could meet.

U.S. Senator Kamala Harris (D-CA)

U.S. Senator Dianne Feinstein (D-CA)

U.S. Representative Maxine Waters (D-CA 43rd)

U.S. Representative Nanette Barragán (D-CA 44th District)

U.S. Representative Karen Bass (D-CA 37th District)

U.S. Representative Ted Lieu (D-CA 33rd District)

U.S. Representative Kevin McCarthy (R-CA 23rd District)

Our main goals were to meet representatives from our districts. After meeting with Representative Barragan, she suggested we meet with representatives from the other side. Our main priorities were program funding. We were able to speak to Kamala Harris about that and more funding. We advocated for our DACA students. We also spoke about funding for the Perkins Act, which is the funding for vocational education. This is important for all community colleges. We also spoke about the reauthorization of the Higher Education Act. The event was from March 16-21, however, due to a snowstorm we had to stay a bit longer. We got to see some monuments and museums. There was a selection committee that selected who got to go. It was a great privilege.

Currently we are having our ASO Day, which is how we promote student government and our elections. Please share this with your students. In ASO, we have an opportunity to make a difference on campus. We have petitions currently being distributed. The petitions are also available in the Student Development office and on line. They are due on April 24th. The main requirements for students joining ASO are have a 2.0 GPA, being enrolled in at least 6 units, being in good standing, and having an ASB sticker.

Here are some pictures, from the Washington DC trip. Action shots including congressmen, staffers, and student trustees. This was at the Lincoln Memorial talking about DACA. Senator Feinstein and the capital. Many of our group saw snow for the first time! They also had a snowball fight. Feinstein couldn't make it to the breakfast meeting. We are in front of Kamala Harris's office. This was a great privilege to attend. Being in an environment of policy and change-makers was very inspiring!

Warrior Pantry: For student equity, before spring break we were able to serve over 120 students. Right now we have helped 1400 households. Which is far more than last semester. Thank you for spreading the word for the warrior pantry.

Senate Plenary Report – Darcie McClelland

We will come back for the Plenary Report next meeting.

Outreach & School Relations: Upcoming Deadlines & Events – Julieta Ortiz Aramburo

KDD: Julieta was the Interim Director, but last night at the BOT, they approved her as our new Director of Outreach & School Relations. J. Ortiz Aramburo: Thank you, I have a few updates to share with you. You can still email me to Jortiz@elcamino.edu soon you can email me at Jaramburo@elcamino.edu In Outreach & School Relations, our role is to represent the college and be the face El Camino. Not just to the district, but to the community overall. We talk about you, our programs and campus. To give you an idea of what we do in outreach, since the start of the school year we have done 78 information sessions where students get to hear about the different programs we offer. We have attended 83 college fairs, 109 campus tours. That is not just individuals, it is some families. Next Friday we are hosting 130 elementary school kids so that they can learn about college. I am really here to talk about the South Bay Promise. You may have heard about it. El Camino's South Bay Promise uses the RP Group's six success factors as a framework to reach out to our students to insure that they look at El Camino College as their opportunity for access to higher education. Over 50% of our students are first generation college students. Through the South Bay Promise, we want to provide access to our students by making the first year cost free. We want to connect with the students and their families and nurture them throughout their first year. It is available to students who currently live or graduate from the El Camino District. How many of you know the 9 cities that we serve at El Camino? We serve everybody, but the El Camino College District is El Segundo, Inglewood, Hawthorne, Hermosa, Redondo Beach, Manhattan Beach, Lennox, and Torrance. Just to clarify, if you cross the street here, it is Gardena, and Gardena is not part of the ECC district. In order for students to be eligible for the South Bay Promise, they must complete CORE services (orientation, placement tests, and Ed Plan) by April 30th and also apply for financial aid. I have some numbers here, in terms of the number of orientations placement tests and Ed Plans that we've done through Outreach and School Relations. This is important, because students will complete these 3 services by April 30th, and our part of the district will be eligible for priority registration for fall semester. Just so you know, they will be able to view their registration appointments sometime around mid-May. This Saturday, we have an opportunity for students to come onto campus and learn about El Camino and get a chance to complete these services if they haven't done them yet. We are having a Resource Fair, workshops and lunch. We have sent out emails requesting for you all to participate. We are offering flex credit and we did receive some responses, thank you. You are all welcome to stop by and hang out from 9:00 am – 2:00 pm. We were hoping to expand the South Bay Promise to 500 students, but currently we have more than 500 students who are eligible for the program and more than 700 applicants, and they are still coming in. They still have until April 30th to apply. If you need to contact us for anything, you can call us at extension 3487. Our moto is "IF WE DON'T KNOW, NO ONE KNOWS!" KDD: Enrollment has been a huge priority for us, not just as a college, but also for this body. So, that's why we felt it was appropriate for Julieta to come in and give us some updates on many things that we are doing to boost our enrollment.

H. FUTURE AGENDA ITEMS

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

I. PUBLIC COMMENT

Vote for Rocio and Chris for the FACCC Board!

J. ADJOURN

The meeting adjourned at 1:58 pm
TG/ECC Spring 18

**El Camino College
College Council Minutes
Monday, March 5, 2018
1:30 – 2:30 p.m.
Library 202**

Members Present:

Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Jeffries, Rose Mahowald, Jane Miyashiro, Ross Miyashiro, Jean Shankweiler, Erika Solorzano, Debbie Turano, Ann O'Brien, David McPatchell, Substitute for Tiffany Ushijima. Dr. Maloney was absent due to a statewide meeting.

Minutes:

1. Approval of Minutes from February 26, 2018

Ann O'Brien will NOT be able to attend the Board Policy Review day Friday 3/9 as indicated in the minutes. Minutes approved.

2. Presentation of the Guided Pathways Plan

Jean gave the presentation. Cesar was at a conference.

The process to participate in Guided Pathways with the Chancellor's Office is divided into 3 parts – Inquiry, Design and Implementation.

- The President, Vice Presidents and other members of the team attended an IEPI meeting to go over the Guided Pathways concept and process.
- The Self-assessment survey of 14 elements was submitted in December, to gauge where the college is in the process.
- A work plan to make progress on the 14 elements needs to be submitted by March 30.
- Allocation of payments are triggered upon submission of the College Work Plan. Updates will be required annually.

Jean continued with a review of the work plan elements, timeline and budget.

- Guided Pathways is 5-year plan. The current work plan to be submitted covers the time period Spring 2018 through Spring 2019.
- \$2.1M of funding is guaranteed over 5 years.
- This is a planning year for ECC.
- The plan identifies the need for a coordinator to lead the group into the action plan phase next year.
- College Council's input would be appreciated.
 - Bullet points to Guided Pathways are adequate.
 - BRING BACK Guided Pathways discussion to next meeting scheduled for March 26, 2018.
 - The College can decide which elements of Guided Pathways we wish to implement in our Work Plan.
 - Input on how to streamline processes would be valuable.
 - *LaunchBoard* will autofill the Key Performance indicators into the matrix.

3. Bridging Study Survey and Focus Groups Update

Ann O'Brien provided an update on the Bridging Study Survey

- 52 Bridging Study surveys are completed. The goal is to have 100 completed.
- The survey is targeting the district community NOT the campus community.
- Kelli Horst from Clarus Corp. will be here to lead focus groups on campus to learn about El Camino for marketing and messaging purposes.
- The goal is to have Kelli return to campus April 16 to give her findings and suggestions for messaging and marketing.

4. PRT Visit #1 Schedule

Ross Miyashiro gave an overview of the first IEPI visit scheduled for Tuesday, March 6 all day.

- You would have already been notified if you are participating – Strategic Planning Committee, Outreach & Marketing, ITS, Counsel of Deans, Enrollment Management Committee and student retention programs (BSI, Guided Pathways, Student Success Advisory Committee and Student Equity) have been invited to participate. Groups are to meet in Library 202 at their appointed times.
- A six-person team will conduct the visit. Bill Scroggins, CEO of Mt. SAC will be leading the team; which include Executive Director, Strategic Communications & Marketing, from Pasadena City College; English Professor from Cuyamaca College; Counselor from West Los Angeles College; Dean of Academic Affairs from Allan Hancock College; Outreach & Retention Specialist from Alameda College and Alternate Media Specialist from Pasadena College.
- The focus of the review is strategic enrollment management. By 2020 we hope to have developed and implemented best practices to optimize student intake and retention success.
- IEPI will provide up to \$200,000 to implement the recommended enrollment strategy.

5. Link to the Board Policies for Friday's Meeting and Final Discussion regarding the plan.

- Rose Mahowald walked through accessing the Board Policies Area on MyECC.
- The logistics of Policy Review day were reiterated. The council will divide into small groups to review assigned policies.
- Chris Jeffries suggested that we try to book the study rooms for the small groups. Rose will look into it.

6. Adjournment

All

- a. **Friday, March 9, 2018 (Policy Review 8:00 am – 4:00 pm)**
- b. **Monday, March 26, 2018 (Board Day)**
- c. Monday, April 2, 2018
- d. **Friday, April 6, 2018 (Policy Review 10:00 am – 4:00 pm)**
- e. **Friday, April 13, 2018 (Policy Review 8:00 am – 4:00 pm)**
- f. Monday, April 16, 2018 (Board Day)
- g. Monday, May 7, 2018
- h. Monday, May 21, 2018 (Board Day)
- i. Monday, June 4, 2018
- j. Monday, June 18, 2018 (Board Day)

2017/18 College Council Goals

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



EQUITY, DIVERSITY & INCLUSION WORKSHOPS

Tuesday, May 8, 2018 • 8:00am - 4:00pm

Open to All Faculty, Staff & Managers

(Faculty earn 2 hours flex credit per session)



Thomas Brown & Associates (TBA) is a nationally recognized consultancy and training group that assists educational organizations to respond effectively to increasing diversity and to the needs of a diverse workforce by introducing inclusive strategies that eliminate barriers and can be interwoven campus-wide.

TBA will provide several workshops on the topic of "Diversity, Inclusivity, and Cultural Competence" for faculty, staff, and managers at El Camino College.

8:00am - 10:00am (Distance Education Center) - 2 Flex Hours:
Immunity to Change: A Framework for Achieving Challenging Professional, Programmatic, and/or Institutional Goals

10:00am - 12:00pm (Humanities 210) - 2 Flex Hours:
Listening & Communicating Within a Diverse Community

2:00pm - 4:00pm (Distance Education Center) - 2 Flex Hours:
Reframing At-Risk to High Potential: Responding to the Needs of Today's Diverse Students

(Light Refreshments Served)

REGISTER NOW

Faculty Development Committee Meeting
Minutes for Tuesday, April 24, 2018
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

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

*Committee Chair

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

AGENDA

Announcements:

(SA) announced that she will moderate the Sexual Assault Awareness & Prevention Panel Presentation on April 25th in honor of Sexual Assault Awareness & Prevention month. Members were encouraged to attend and share the provided flyer with colleagues in their department.

Informed and Inspired (I&I): Lunchtime Faculty Development Series

The FDC will co-host another Informed & Inspired session with the Student Equity Advisory Council (SEAC). The next meeting will focus on women of color and take place 1:00-1:50 in the TLC on Thursday, April 26th. Planning will take place soon for the last I&I of the semester in May. (SA) will follow up with SEAC to set a date. The theme in May will be Latinx – the Student Empowerment Dialogue will take place on Tuesday, May 8th.

(AA) suggested that professional development events such as I&I be offered on various days of the week to better accommodate faculty schedules and committee meeting obligations. (SA) suggested we explore this option in the fall and include this in the upcoming PD needs assessment.

Faculty Book Club (FBC)

(SO) reported that the FBC met on Friday, April 20th and members are finding *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Bailey, Jaggars, and Davis to be a useful book as the college makes plans to implement Guided Pathways. The FBC discussed the “cafeteria” approach that many community college students have when selecting their classes and the need to streamline the process to ensure academic success. FBC

members noted that this is how some ECC faculty approach professional development. They expressed a desire for more meaningful, topic-oriented activities and varying the days of the week in which activities are offered.

Flex Matrix Revisions

(SA) and (CS) reported that the first reading of the Flex Revision Proposal was very successful at the April 17th Academic Senate meeting. Senators commended the flex subcommittee for their progress and were grateful that a more user-friendly and straightforward system would soon be implemented. Senators offered a few minor suggestions to the proposal; a second reading will take place on May 1st. Update from Flex Subcommittee. (SA) noted the subcommittee will soon begin reviewing the flex FAQs and develop a review process for flex activities that are denied.

(SA) and (LMT) are scheduled to meet with representatives from Cornerstone on April 26th. ECC's participation in the Chancellor's Office Cornerstone pilot program is pending. (DM) noted that Compton would benefit by participating in the pilot program and will follow up with (LMT) and Barbara Perez for more information.

ECC PRIDE Leadership Academy

(SA) announced that the ECC PRIDE application deadline has been extended to April 25th and encouraged FDC members to apply and to encourage colleagues in their division to apply as well.

Fall Professional Development (PD) Day 2018

(SA) announced that Fall PD Day will take place on Thursday, August 23th. She and (LMT) will meet with Dr. Shankweiler on April 25th to discuss PD Day themes and activities.

The FDC discussed potential themes, topics, and speakers. Among the topics discussed were FERPA, AB 705, and Guided Pathways. PD day evaluation results routinely express faculty desire for breakout sessions that provide practical information and tools to enhance teaching. Faculty want to be inspired and indicate a great deal of appreciation for the recent student involvement in the general sessions. Drs. Luke Wood and Frank Harris from SDSU and Dr. Victor Rios of UC Santa Barbara were among the speakers discussed for the PD Day general session. The FBC read Dr. Rios's book last fall and found it to be very relevant to the students of ECC. (AA) expressed an interest in a theme centered on social justice and activism and noted that other colleges host PD day in the middle of the semester to better accommodate faculty (both part-time and full-time) schedules. (PP) suggested we could offer a half-day at the beginning of the semester and half-day in the middle. (SA) noted this could be included in the PD needs assessment to gauge faculty interest in how best to schedule PD day. With so many changes to technology on campus, the committee noted this could be a useful theme for PD Day. Culturally responsive pedagogy was another theme discussed. (SK) suggested a brilliant title that was met with great enthusiasm: Culturally Responsive Teaching and Learning for Student Success.

Meeting adjourned at 1:52
SA/4.26.18

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

MEMBERS PRESENT

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

Alternate Members: J. Gutierrez, K. Iino, C. Jessop-Vakil, G. Robertson, S. Waterhouse

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

Other Attendees: R. Dreizler, A. O’Brien, T. Silerio

The meeting was called to order at 1:03 p.m.

Approval of the March 1, 2018 Minutes

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

Funding Formula– D. Maloney / B. Fahnestock

1. A brief overview was given on the budget development process. In January the governor presents a budget proposal for funding higher education. The budget proposal usually has some serious policy implications. It is not just about the money, it usually reflects some policy implications; things the governor would from our system. In the budget trailer language which follows, there are usually details of those policy implications. The assembly and the senate then begin to have budget hearings to reveal the details. The legislative analyst will then release an analysis of what their perception is on the implications. The Department of Finance continues to review and finalize all revenue projections. In May the governor will then release a revise of his original proposal. Once the May revise is released, it gives more direction and urgency to things. The two houses of the state legislature meet and ultimately produce a final budget that is agreed to by all parties (the governor and the legislature). El Camino presents our tentative budget to the Board of Trustees in June. It is expected we will have a timely budget out of the legislature this year.
2. The various proposals in the governor’s budget were reviewed. The budget listed a proposed 2.15% COLA as well as a \$175 million augmentation which is related to the change in the funding formula. This money is to keep districts whole next year. The Department of Finance did simulations on the proposal and it was noted the number does not seem right. The governor proposed the establishment of the 115th fully on-line college. This proposal came from a number of directions as well as a work group titled FLOW (flexible on-line workability). There was \$46 million in the proposal to fund the College Promise. We are not sure this is enough money to fund all of the first-time, full-time students in all the community colleges up and down the state. A proposal for deferred maintenance and instructional equipment is slated to receive \$275 million. Proposition 51 – Capital Construction Projects is projected to receive \$44 to \$45 million which will assist in funding 20 projects across the state.

3. The biggest policy change behind the governor's proposal has to do with the funding formula which would shift things to performance-based funding (recognizing student success). Currently our funding has been based on FTES. Under the governor's new funding formula, only 50% would come from the generation of FTES, 25% would come from supplemental grant formula funding and 25% would come from student outcomes.
4. The Department of Finance produced two simulations on this proposal to help each college see what their funding would be if this proposal was implemented. The first simulation showed we would lose \$6 million and the second showed we would be ahead \$6 million. Some districts would not survive this formula. The Chancellor called together a group to work on this. A report was produced and is available on the website. The access-based approach we have been using has not been working well because we have 32 districts in stabilization including El Camino. As the population of college age students goes down, we find we are not sustainable in meeting our cap. The model is out of step with where we are at with enrollment as a system.
5. In the governor's proposal there was an immediate implementation proposed. A new formula cannot be implemented that quickly. Time is needed to plan, strategize, evaluate and to acquire a reasonable simulation. The CEO work group felt we should take time with the implementation. The recommendations were as follows:
 - Establishment of a process for an annual review and analysis of the formula.
 - A report back to the legislature and the Board of Governors by March of each year.
 - Make adjustments.
6. The proposal from the work group focuses on access and equitable success. It provides measures for all transfers, employment and economic mobility and captures momentum points.
7. It was decided the plan should not be implemented in one year but should be phased in over three years. The year 2020 would be the first year the metrics would begin to change. There would be a two-year period where no district would get less money than it did at the start of this change (a two-year hold harmless). This would allow time for preparing and planning. In the third year 95% of our funding would be based on access and 5% based on outcomes. These equitable success metrics would increase by 5% each year until full implementation. At full implementation, over \$2 billion would be dedicated to Equitable Success metrics. By 2024 we will be at a level where we will have 75% of our funding based on the students we serve (through apportionment) and 25% would be based on outcomes.
8. It was questioned whether or not we should take some of the FTES from summer to reach our goal as this would be our funding for the next two years. If we borrow from summer we will enter next year at a deficit. It is important we solidify the revenue we can access this year as it will carry us over into the next year and the following year. This will give us the opportunity to restore our FTES.
9. It was noted there have been other states that have changed to performance-based funding. Their results showed mixed outcomes. This proposal is something important that we want to shape so it works for our students.
10. It was reiterated that the implementation of this plan is much too quick for us to do a good job at figuring everything out.
11. There are numerous questions regarding the fully on-line 115th college. This proposal is based on the premise there are people in the work force who do not have any credential or degree and that they are not accessing their community college. They are referred to as "the stranded worker." The solution to this is the fully on-line 115th college which would be easy to access. This proposal needs further analysis to see if this is the right conclusion for this population. No one has validated that "the stranded worker" would take advantage of this source of education. There are many parts of California that lack broadband access thus presenting an equity problem. The current community colleges already have a robust on-line program already in place. It may be more prudent to invest the allocated funds for this program into the current community college system to strengthen it further.

Informational Items Update – R. Natividad (handout)

1. A listing of the current members was distributed for the committee to critique for any corrections. The committee was asked to review reach out to any constituents if they see their area is in need of an alternate member for the committee.
2. The flow chart for the Annual Planning and Budgeting Process was also distributed. It was noted all of the unit plans should be done to allow the vice-presidents the time that they need to filter their respected area plans.

Adjournment – R. Natividad

1. The meeting adjourned at 1:54p.m. The next meeting will be held on **April 5, 2018** at 1:00 p.m. in Library 202.

RKN/lmo

draft

Technology Innovations at El Camino College

Many areas of the college have identified opportunities to automate manual processes to improve operational efficiency and the student/employee experience.

Business Function	Tool	Department	Champion	Timeline
Automating enrollment in district benefits programs; providing self-service benefit queries	Benefits Bridge	Human Resources	VP of HR	Implementation by 7/1/18 for new hire enrollment; Campus-wide implementation by 9/24/18 for Fall Open Enrollment.
Automating new hire paperwork and onboarding processes for employees	Silk Road	Human Resources	VP of HR	Implementation by 8/1/18.
Automating the creation of forms and documents with e-signature capability	Form Stack	All college departments	VP of HR	Campus-wide implementation by 5/1/18.
Automating time keeping processes and time card records	TimeKeeper Plus	All college departments	Director, Business Service	2018-2019
Alternative to current online employment application system	NEOGOV	Human Resources	VP of HR	Submitted via TracDat for the FY18/19 budget review process.
Automating performance evaluation and tracking systems for performance management	Review Snap	Human Resources	VP of HR	Implementation by 6/1/18.
Automate schedule building	TBD	Academic Affairs	VP of Academic Affairs	2018-19
Automate creation of college catalog	TBD	Academic Affairs	VP of Academic Affairs	2018-19, Demo April 4th
Alternative to current curriculum management system	TBD	Academic Affairs	VP of Academic Affairs	2018-19, Demo April 4th

(out of date; no longer supported)							
Student outreach to enrollment tracking tool	Ellucian CRM Recruit	Student Services	Dean of Enrollment Services	Spring 2018			
Multiple Measures assessment – transcript evaluation algorithm tool		Student Services	VP of Student Services				
Automation of budget reporting and budget development	Simpler Systems	Business Services	VP of Admin. Services	Summer 2018			
Automation of position control functions		Business Services	Director, Business Services				
Improve Student Outreach and Communications in Financial Aid	Campus Logic	Financial Aid	VP Student Services	Summer 2018			
Improve Student experience Semester Course Building	Civitas	A&R	VP Student Services	Fall 2018			
Automation of manual payroll functions	CGI and Time Clock Plus	Business Services	Director, Business Services	Fall 2020 (when ECC rolls into the CGI upgrade)			
Improve use of Ellucian Colleague system by staff and faculty	Ellucian On Demand Subscription Library	Across campus – led by ITS	Chief Technology Officer	Summer 2018, expanding to entire College staff in progress			
Improve use of Ellucian Colleague Accounting and Grant management	Project Accounting Module	Business Services	VP Administrative Services	Winter 2019			
Automate the Graduation processing	Graduation Module and	A&R and ITS	VP Student Services	2018-19			

	Student Planner Module				
Improve Campus-wide Survey tools	Qualtrics	IRP	Director IRP and CTO	Fall 2018, April Board for approval	
Improve use of Ellucian Colleague	Face to Face training prioritized	ITS	Chief Technology Officer	Fall 2018	
Improve use of Ellucian Colleague	Reestablish Colleague / Data Definitions Group	ITS	Chief Technology Officer	Spring 2019	



Assessment of Learning Committee (ALC)

Monday, March 12, 2018

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

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

Recorder: Isabelle Peña

Attendees:

ECC Academic Affairs ECC – Linda Clowers
Compton Coordinator – Hoa Pham
Business – Ana Milosevic & 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
Institutional Research & Planning – Joshua Rosales

MINUTES

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

I. Approval of Minutes

Russell S. moved to approve the minutes for the 10/09/2017 ALC meeting; motion was seconded by Jenny S. Motion was carried.

II. Reports

A. Fall 2017 Assessment Status Update – Russell Serr

1. The latest assessment status report was distributed to the facilitators of all divisions. We are at approximately 80% complete campus-wide. Russell S. told the ALC members and facilitators to encourage faculty to enter their assessments in Nuventive Improve (formerly called TracDat), if they haven't already.
2. PLO assessments are due at the end of the 5th week of the semester so that faculty can use the results from completed SLO assessments to assess their PLOs.

B. 3-Week Reports – Russell Serr

Still missing 3-Week reports (courses that are cancelled or not being offered in Spring 2018) from the following divisions: Behavioral and Social Sciences, Business, Health Sciences and Athletics, and Humanities.

C. New Faculty Names, Roles – Russell Serr

Russell S. reminded ALC members to send names of new faculty in their areas to Isabelle P., along with the program(s) they need to access, so that Isabelle can coordinate with ITS to add them as users in, and give them their permissions on Nuventive Improve.

D. Community and Personal Development ILO – Jenny Simon

We have finished this ILO and it has been entered on TracDat; our 3-pronged approach didn't get us very far. There are actions including re-writing the ILO but we will work on that at a later date—maybe next semester.

E. **ILO #4 - Information Literacy Assessment** – *Jenny Simon*

1. This is the next ILO to be assessed this semester. Jenny S. met with Joshua R. and Russell S. to discuss SAILS, a nationwide assessment which we will be using. This was the same assessment that was used the last time this ILO was assessed.
2. There are about 50 questions, which will take about 45 minutes and coordinators thought this was too long. It is a survey that can be taken electronically but Jenny S. will look for info on SAILS to see if it's possible to give the survey both online and on paper. If it can be done both ways, we can have students take the survey either in class or during a library orientation. Coordinators preferred that the survey only takes about 15 minutes so that if the students take it during class time, it won't take so long.
 - a. Linda C. asked if we drop the number of questions, will the survey still be valid? Jenny S. stated that each individual question is valid and reliable.
 - b. The idea is to whittle out the less valid questions so that we end up with about 20 questions.
 - c. Jenny invited the ALC members and facilitators to attend a meeting in the Library on Thursday, March 15, 2018, during College Hour (from 12:00 p.m. to 1:30 p.m.) to go over the questions and help narrowing them down to the different "level" questions.
3. This week, Josh is going to pick random faculty (about 12) to participate in the survey. Students can be given the option to take the survey in the computer lab in the library; Kevin D. suggested also using Reading and Writing Centers also since they have computers.
4. We are paying \$6 per student for this survey. The goal is to have 350 students take the survey. Jenny S. informed Linda C. that she needs access to a payment method; Linda stated that the Administrative Assistant in Academic Affairs can provide her with the account number to use.
 - a. Joshua R. stated that if we prepay for a certain number of students (e.g. 350), then we are committed to paying for all 350 surveys; however, if we leave it open and pay after, we get charged only for however many students submit a completed survey. Need to decide on which payment option we should use.
 - b. Hoa P. asked if the 350 students include students from the Compton campus. Linda C. stated that she talked to Barbara Perez and she said she was fine with picking up the cost for the Compton students. Compton students will be in addition to the 350.
5. SAILS timeline ends on May 31, 2018. In terms of scheduling, Claudia S. suggested administering it just after spring break would be good, as well as giving it during the 12 p.m. and 2 p.m. hour and also providing pizza as an incentive to take the survey (Jenny S. also commented that another incentive could possibly be giving the students extra credit if they take the survey).
 - a. Joshua R. stated that right after spring break, IRP is administering a campus climate survey as well (which is a long survey). So one of the issues could be that for some faculty, it could involve administering 2 surveys at the same time.
 - b. Kevin D. asked if the survey can be administered so that no student is double-selected. Joshua R. stated that this is possible.
6. Vince P. stated he will continue to strongly advocate for changing the ILO assessment so that we just use SLOs & PLOs to assess the ILOs. He feels like we are creating more wheels to spin rather than using what we already have. Kevin D. & Ana M. stated they agreed with Vince; in addition, by doing this, we have a larger sampling of students vs. just giving the survey to 350 students. However, Jenny stated that 350 is a valid number/sample. Ana M. also stated that as long as there is good support of why SLO aligns with PLO and PLO to ILO, it would be useful doing what Vince suggested.
7. Russell S. stated that the main emphasis for accreditation is that we have a process of improvement in place. It would be good trying to use a method like the SAILS survey and also looking at the SLO-PLO-ILO alignments. Kevin D. commented that the only way to see which

approach works better is to do both. Russell S. stated that we can obtain disaggregated data from the SAILS survey whereas assessments entered in TracDat are not disaggregated.

F. Next ILO to be assessed is Communication. We had a problem with the previous assessment—there was too small of a sample size and we started too late. This time, we will need to start the planning stage for this ILO assessment in Fall 2018.

G. **Distance Education Assessment** – *Russell Serr*

Russell S. asked the ALC if we do anything that addresses assessment of delivery method for Distance Education courses. Usually when we have assessments, we have an action that shows a process for improvement. He thinks we need to find a mechanism to assess a delivery method for Distance Education courses.

1. Joshua R. stated that IRP has done some reports but haven't done anything like this.
2. Kevin D. stated that one of the topics for debate right now is method of certification since there are a lot of methods of certification.
3. Linda C. asked how the divisions determine which sections get assessed. Do we know how many Distance Education courses have been assessed? ALC members all said that all sections of that course are being assessed, except HSA. It was stated that we are assessing the outcome of a class, not how it is taught. Linda C. wanted to make sure that the outcomes are the same, whether the class is taught online or face-to-face.
4. Russell S. stated that even though the outcomes are the ones being assessed, sometimes delivery method can affect success rates of the outcome.
5. We have to make sure we have Distance Education sections. We have to be more intentional about our findings and including those Distance Education sections when assessing our SLOs.

III. **New Discussion: 4-Column Reports:** Susanne B. asked if there is a way of archiving the 4-column assessment reports from the last 4-year cycle so that only the current 4-year timeline results will show on 4-column reports. Isabelle will contact Nuventive to find out if this can be done.

IV. **Facilitator Meeting**

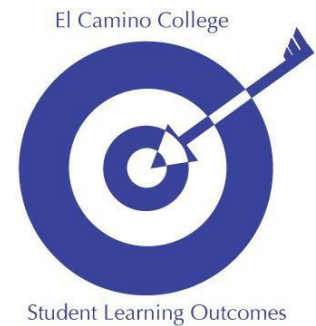
Facilitator meeting is scheduled for March 13, 2018.

V. **Next meeting – April 16, 2018**

VI. **Adjournment:** Meeting was adjourned at 3:40 p.m.

Spring 2018 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109 March 12 April 16 May 14	Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119 March 13 May 8	TracDat “Working” Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines Fall 2017 SLO Assessments Due: March 2, 2017 Fall 2017 PLO Assessments Due: March 16, 2017

Spring 2018 SLO Training Schedule:



Entering Spring 2018 Assessments: working workshop.

Monday June 4, 2:30-3:30p.m.

All Spring 2018 reports should be entered into Nuventive (formerly TracDat) by
Friday, September 14!

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

To register for a training log into: <http://elcamino.flexreporter.com>

Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Jenny Simon (jsimon@elcamino.edu)

El Camino College Withdraw Survey Research and Proposal



Spring 2018

Survey Justification/Research Overview

El Camino College (ECC) is dedicated to collecting data that informs institutional planning and supports student success. Collecting data related to students withdrawing from courses supports enrollment management and provides data for improving retention. Of particular concern is when students withdraw from courses after the official Add/Drop deadline. The “Student Withdraw Survey” elicits responses on academic and non-academic factors that contribute to students receiving a “W” grade.

Survey responses will provide data on why students withdraw and if withdraws negatively influences continuous student enrollment (institutional retention). Data on withdraws will support enrollment management, early alerts (ECC Connect), and Counseling Services. The Student Withdraw Survey will provide data that allows ECC to reasonable address factors that contribute to course withdraws. Results from the Student Withdraw Survey will also provide data to support improved course retention.

Student Population

The Student Withdraw Survey will elicit responses from ECC students who withdraw from a course after the add/drop deadline. Ideally, students will cycle through different retention services prior to withdrawing from a course (i.e. ECC Connect, Counseling Services, and faculty office hours).

Technology and Delivery Process

Technology needed for disturbing the survey include: Colleague, Communication Manager, and survey systems/software. Survey delivery includes the following five step process:

- 1) Student submit the appropriate paperwork to officially withdraw from a course. Course withdraw is processed by Admission & Records.
- 2) Information Technology runs a nightly automated query of students who withdrew in the past 24 hours (time xx:xx through time xx:xx).
- 3) Nightly query provides a list of students who will be e-mailed a message for the Withdraw Survey.
- 4) E-mail provides students with a link to online survey created IRP (survey software TBD).
- 5) Online survey system collects and stores student responses.

Additional delivery methods for consideration include: Text messaging, paper surveys, and phone calling.

Survey Development

Collaboration on the development of survey questions will begin with Enrollment Management and extend to additional campus constituents. Survey development includes identifying themes, creating sample questions, and drafting a sample email.

Question Themes Development:

1. Financial Aid
2. Access to Technology
3. Student Preparation
4. Duplicate Enrollment
5. Participation in ECC Connect.

Sample Survey Questions

Initial design of the withdraw survey recommends a multi-selection question that includes between 5-8 options. Figure 1 is an example of a multi-selection question for the withdraw survey.

Figure 1. Draft Survey Questions

SELECT ALL THAT APPLY

- I am enrolled in the same or similar course at another college.
- I had personal/family events that prevented me from regularly attending this course.
- I will enroll into this course again in a different semester.
- I did not feel prepared for this course (academic/college).
- I loss/did not have access to financial aid.
- ECC Connect: Access to academic support.
- I did not have access to the required technology.

Questions presented in Figure 1 represent several questions that connect to themes associated to student withdraws.

Sample Email

Initial design recommends that the survey email confirms e-mail sent to primary and secondary e-mail

Figure 2. Draft Email Correspondence.

Greetings First_Name,

This email is to confirm recent activity on your ECC account. Our records indicate that you recently withdrew from the following course(s).

- Course 1
- Course 2
- Course 3

Supporting your education goals is the first priority for our faculty and staff. Completing the survey verifies your account activity and helps us improve future education experiences.

Survey Link

Additionally, Counseling Services is available to provide additional support. Schedule an appointment.

In service to the community,
Salutation

Initial Research

Fall 2017 was used as the baseline for research into ECC student withdraws. Research into withdraws included the “W” grades per student and the number of “W” grades per division.

Table 1. Fall 2017 Withdraws.

Number of “W”	Students FALL 2017
1	6,833
2	1,889
3	637
4	235
5	34
6	5
7	2
8	2
Total	9,637

Table 1 shows that 9,637 students received a “W” during fall 2017. There were 6,833 students who received a “W” in only one course. There were 1,889 students who received a “W” in two courses. There were 872 students who received a “W” in 3 or 4 courses. There were 43 students who received a “W” in 5 or more courses.

Table 2. Withdraws by ECC Division

ECC Division	Number of "W"
Behavioral and Social Sciences	2,518
Business	753
Fine Arts	1,481
Health Sciences & Athletics	1,040
Humanities	2,667
Industry & Technology	695
Mathematical Sciences	2,997
Natural Sciences	1,541
Grand Total	13,692

Table 2 shows that 13,692 withdraw grades were processed during fall 2017. Mathematical Science, Humanities, as well as Behavioral and Social Sciences each processed over 2,000 “W” grades. Natural Sciences, Fine Arts, as well as Health Sciences & Athletics each processed over 1,000 “W” grades. Industry & Technology as well as Business each processed less than 1,000 “W” grades.

Future Reporting

ECC's Office of Institutional Research and Planning (IRP) will provide the following reports in support of enrollment management and institutional planning:

- Annual: Reasons for withdraw disaggregated by division/department.
- 2nd year: Two-year comparison report.
- 3rd year: Prediction of which responses significantly predict withdraw behavior. Conduct review of survey questions.
 - Review Questions
 - Review Delivery Method

Summary

Development of a Student Withdraw Survey will provide data that supports enrollment management. Data collected from students will provide insight into why ECC students withdraw from courses after the official Add/Drop deadline. Implement of the Student Withdraw Survey will include feedback from the Enrollment Management Committee and additional campus constituents. Reports provided by IRP will support future planning in enrollment management and refine the early alert system (ECC Connect).

El Camino College Flexible Calendar Program
Flex Credit Activities
 Proposed by the Faculty Development Committee, Spring 2018

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720) in lieu of regular instruction. The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual’s professional obligation, and consequently, do not meet the purpose of the flexible calendar program.

Flex credit may only be earned during non-duty hours (up to 6 hours maximum in one day). In addition, faculty may not earn flex credit for activities in which they receive other forms of compensation, such as payments for publications, stipends, or reassigned time.

Participation in flex activities will be noted via sign-in sheets at on-campus events. For off-campus flex activities, please consult with your dean prior to completing an activity for flex credit. In some cases, deans may request documentation upon completion of an activity.

In accordance with Title 5, Section 55724, the following is a list of suggested professional development activities that fulfill faculty flex obligations. These activities align with the mission and strategic initiatives of El Camino College and are intended to provide continued instructional and institutional improvement to support student learning and success.

<u>Faculty/Instructional Improvement</u>	<u>Student Improvement</u>	<u>Institutional Improvement</u>
<p>Activities include those that enhance knowledge in discipline/subject matter and/or improve pedagogical practices such as:</p> <ul style="list-style-type: none"> • Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) • Attending conferences/workshops/trainings related to your discipline and/or <u>teaching methodology</u> • Reading discipline-related books intended to enhance knowledge in your subject area • Listening to podcasts, <u>TED Talks, etc.</u> related to your discipline and/or teaching methodology • Completing webinars or other <u>online training</u> relevant to your discipline and/or teaching methodology 	<p>Activities include those that support student success such as:</p> <ul style="list-style-type: none"> • Evaluating scholarship applications • <u>Collaborating with faculty and staff on specific projects to improve services to student</u> • Serving as student club advisor • Attending workshops on mentoring students • Serving as a student mentor • Participating in New Student Welcome Day • Participating in student orientation programs • Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) 	<p>Activities include those that foster program, departmental, and/or institutional effectiveness such as:</p> <ul style="list-style-type: none"> • Participating in the ECC PRIDE Leadership Academy • Serving on College Curriculum Committee (voting reps) • Serving as Annual Program Plan Review Leader • Serving as Program Review Chair Person • Attending SLO workshops/training • Attending SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement • Attending meetings to address areas of curriculum or program review • Developing new programs, courses, or curriculum

<ul style="list-style-type: none"> • Completing online learning modules such as Lynda.com, MOOCs, @ONE • Evaluating materials to consider for use in major course revision • Participating in a teaching-focused book club • Reading professional books on teaching methodology • Learning a second language to better communicate with a diverse student population • Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction • Training to teach online, re-training for a new course management system • Attending literary readings, debates, sporting events, or lectures relevant to your discipline • Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline • Mentoring new or prospective faculty, or being mentored yourself • Writing and publishing scholarly material (unpaid) 	<ul style="list-style-type: none"> • Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) • Conducting workshops for students (non-duty hours) • Serving at on-campus information table (Career Day, etc.) • Visiting/recruiting at area high schools or in the community • Writing grants aimed to improve services to students 	<ul style="list-style-type: none"> • Modifying an existing course to comply with changing institutional or discipline requirements • Completing course conversion (face-to-face to online) • Creating a website to support a course or program • Conducting institutional research to improve service to students • Making presentations related to your discipline/ program or the college to community groups • Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. • Serving on hiring committee during summer or winter sessions or other non-contract period (unpaid) • Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. • Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues • Training in issues related to harassment, gender, or other mandated programs (i.e. EEO, FERPA, etc.)
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<p style="text-align: center;"><u>Other</u></p>
<ul style="list-style-type: none"> • Participating in campus-sponsored wellness activities

Administrative Procedure 4235

Credit by Examination

The purpose of credit by examination is to allow a student to gain credit for a specific course by demonstrating mastery of the course content, objectives, and outcomes.

Faculty who normally teach the course, in consultation with the appropriate Dean, shall determine how courses are selected and courses eligible for credit by examination. Courses eligible for credit by examination shall be listed in the college catalog. Credit

by examination may be obtained by one of the following methods:

- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board or 5 or higher on an International Baccalaureate examination. Faculty in the discipline will determine the tests and scores applicable for local degree credit. The tests and scores will be published in the college catalog. For more information on Advanced Placement and International Baccalaureate please see Administrative Procedure 4236, Advanced Placement and International Baccalaureate Credit.
- Achievement of an examination administered by other agencies approved by the college.

Eligibility Requirements

1. A student must have completed 12 semester units at El Camino College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at El Camino College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed. Students may be exempt from the residency requirement if the course is articulated with a high school/ adult school or Regional Occupational Program Career and Technical Education (CTE) pathway.
2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required.
3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the dean and faculty who normally teach the course.

4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by the dean and faculty who normally teach the course.
5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.
6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the dean and faculty who normally teach the course.
7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this maximum.

Fee Requirements

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office and paid at the cashier's office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Fee waivers do not apply to credit by exam. Students involved in high school or occupational center articulated programs will be exempted from paying this fee.

Procedure for Earning Credit by Examination

Students shall complete a petition for credit by examination and submit it to the Admissions Office along with satisfactory evidence of knowledge, skills or experience. Upon request, students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

The Admissions Office shall forward petitions, with supporting documentation, to the respective dean of the academic division concerned. The dean, in consultation with faculty who normally teach the course, shall determine the eligibility of the student for such an examination. Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes for which credit is requested.

If the petition is approved, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery

of the course content, objectives, and outcomes as set forth in the outline of record. Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the course outline of record, may be established by written examination, portfolio, skills demonstration or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at El Camino College. The academic division shall notify the student of the examination arrangements.

Grading shall be according to the regular grading system used by the college, including a “pass-no pass” option if that option is ordinarily available for the course.

If credit is granted and all eligibility requirements have been met, the student’s academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.

Restrictions on Units Earned through Credit by Examination

1. Units earned by credit by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this maximum. Units earned by examination are not to be considered part of the student’s unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran’s or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.

Faculty Compensation

Faculty will be compensated for their work in creating and assessing the examinations described in this procedure in accordance with the current Agreement between El Camino Community College District and El Camino College Federation of Teachers.

References:

Title 5 section 55050, **55052**

Agreement Between El Camino Community College District and El Camino College Federation of Teachers, Article 10, Section 20 Credit by Exam.

The Academic Senate for California Community Colleges, “Awarding Credit Where

Credit is Due,” Spring 2014.

El Camino College
Approved: 4/17/17

El Camino College grants credit for successful completion of United States Armed Forces courses as recommended by the American Council on Education in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Whenever possible, military credit will be used for the fulfillment of general education, major coursework, and other degree requirements.

The Nursing Program shall offer credit for military experience and course work according to the *California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services* established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.

Veterans may also petition to receive credit by examination for military courses, experiences, and training. The procedures by which veterans may receive credit by demonstrating mastery of course content, objectives, and outcomes through examinations established by discipline faculty are described in Administrative Procedure 4235 Credit by Examination. College Level Examination Program (CLEP) credit will be accepted when it is included on the American Council on Education transcript.

The experience of the veteran will be reviewed and any appropriate El Camino College credit granted. Specifics related to the process of granting credit for military service will be published in the college catalog and posted on the Admissions and Records Office webpage. Once El Camino College reviews and awards credit, it will become part of the veteran's permanent record. Credit for military service will be awarded after completion of one semester of attendance at El Camino College. Students should meet with a counselor to determine whether or not the units will transfer to a four-year institution.

References:

California Senate Bill 466.

American Council on Education, *Guide to the Evaluation of Educational Experiences in the Armed Services*.

California Community Colleges Chancellor's Office, *Awarding Community College Credit for Prior Military Experience*, March 2016.

Education Code Section 66025.7

Board Approved: 12/19/16

EPC 4/24/18

Program Evaluation Task Force: Horticulture

El Camino College's Horticulture program has experienced significant declines in enrollment in recent years and the retirement of the sole full-time instructor. Hiring adjuncts continues to be challenging. An adjunct hiring in fall 2017 yielded zero candidates, despite two postings and part-time hiring currently underway has yielded one applicant.

As outlined in BP/AP 4021, a program evaluation task force was convened to review the viability of the Horticulture program. As specified in AP 4021, the task force was co-chaired by the VPAA and the Academic Senate president and its members included two faculty, two deans and an Institutional Research representative who served in an advisory role. The members of the task force met in fall 2016 and spring 2017 and are as follows:

Kristie Daniel-DiGregorio (Academic Senate)
Irene Graff (Institutional Research and Planning)
Gloria Miranda (Dean, Behavioral and Social Sciences)
Virginia Rapp (Dean, Business)
Jean Shankweiler (Academic Affairs)
Rob Shibao (Natural Sciences)
Josh Troesh (Business).

After determining procedures, criteria and guidelines for decision-making, the task force requested the following data on the ECC Horticulture program:

- Success and Retention by course (2006-2016)
- Fill rates by course (2007-2016)
- FTES (2009-2016)
- Degrees and certificates awarded (2006-2016)
- Student demographics and enrollment characteristics (2009-2015).

The task force also reviewed:

- National, regional, and local job projections for horticulture occupations, including farmer, rancher, grounds maintenance worker, landscaping worker, first line supervisor, and landscape architect.
- FTES, programs offered, staffing, and program highlights for the following six comparable programs in the region:
 - LA Pierce College
 - Mt. San Antonio College
 - Orange Coast College
 - Saddleback College
 - Long Beach City College
 - Fullerton College.

The data indicated:

- Success and retention rates for most courses have been below college success and retention rates.
- From 2006-2016, fall and spring average fill rates averaged 69.6% and 67.7% respectively. With the exception of 2010-2012, fill rates have been low, ranging from 72% to 49%.
- Discontinuation of the horticulture program at LBCC was not associated with a corresponding increase in enrollments at ECC.

- Overall, national, regional and local job projections are expected to increase for horticulture occupations; Los Angeles County horticulture jobs are expected to increase below the national projection.

The task force also noted:

- Unlike Fullerton College, ECC has no nearby four-year horticulture programs to which students can transfer.
- Current horticulture facilities on campus are limited in their effectiveness: inconveniently located, limited square footage, no lighting. ECC lacks available space for the facilities to be expanded.
- A number of strategies for expanding enrollment were identified in recent years but were unable to be implemented.
- Reviving the program would require sustained leadership but the department is currently without a full-time faculty member.
- Recruitment of adjunct instructors can be very challenging; recent courses have been cancelled because no instructors were available.
- Courses with moderate enrollment, success and retention rates may be able to be relocated to other departments. For example:
 - Horticulture 54: Landscape Design to Architecture
 - Horticulture 60: Basic Landscape Irrigation to Construction Technology
 - Horticulture 46: Pest Control to Community Education.

As a result of these discussions, the task force unanimously recommends that the Horticulture program be discontinued.

The task force recommended the following next steps:

1. Present the data and a recommendation to the Academic Senate.
Action: Presentations to Senate May 1st and May 15th, 2018.
2. Investigate relocating select horticulture courses to relevant departments.
Action: Dean Amy Grant investigated. The nearest fit would be Environmental Technology or Architecture in the Industry and Technology Division. However, the focus of horticulture is the care and culture of plants. The focuses of environmental tech/architecture are the landscaping, design, and materials. While some horticulture content might fit into a landscape architecture course, the bulk of each course will have a much different focus. As a landscape architect explained, the horticulture program trains nurserymen and gardeners that nurture the plants, while a landscape architecture program focuses on the design of outdoor areas to create an effect.
3. Develop a plan for the discontinuance of the Horticulture Program, including strategies to inform and support current students.
Action: Developed by Dean Amy Grant, starting Fall 2018 and continuing through Spring 2021.

Plan for the Discontinuance of the Environmental Horticulture Program

Prepared by Amy Grant, Ph.D., Dean of Natural Sciences

The following is a three-year plan for the discontinuance of the Environmental Horticulture Program. The three-year time frame will allow some students to finish a program or certificate that they've already started.

Year 1 Fall 18: Hort-41 General Horticulture Hort-55 Plant ID Trees	Year 1 Spring 19: Hort-42 Plant Propagation Hort-56 Plant ID-Shrubs
Year 2 Fall 19: Hort-54 Landscape Design Hort-53 Soils and Fertilizers	Year 2 Spring 20: Hort-60 Landscape Irrigation Hort-46 Pest Control
Year 3 Fall 20: Hort-41 General Horticulture Hort-55 Plant ID Trees	Year 3 Spring 21: Hort-42 Plant Propagation Hort-56 Plant ID-Shrubs

All Horticulture students since fall '17 will be contacted to discuss the discontinuation plan for the program. We will attempt contact by email, phone, and US mail.

Please note that the offering of these classes will be contingent upon hiring qualified faculty. In fall 2017, two rounds of job announcements for adjunct horticulture faculty yielded only one applicant who did not meet minimum qualifications. Thus we had to cancel one of our two Horticulture offerings for spring '18.

El Camino College

Horticulture

Program Viability Data



The program viability data set for Horticulture consists of the following three files, from which these highlights were drawn. The corresponding file name for each highlight is noted parenthetical italics.

1. Horticulture_Program Data
2. Horticulture programs_local CCs
3. Labor Market-Horticulture

Highlights

- Enrollment in the El Camino College Horticulture program reached a peak of 131 students in Fall 2010. After this term, enrollment steadily decreased to 79 students in Fall 2015 (*1-Horticulture_Program Data*).
- On average, 60% of students who enrolled in Horticulture were male, 44% were Latino and 31% were working adults (ages 25-39) (*1-Horticulture_Program Data*).
- The average Horticulture FTES from 2009-2010 to 2015-2016 was 29.19 (*1-Horticulture_Program Data*).
- From 2006-2016, Fall and Spring course fill rates averaged 69.6% and 67.7%, respectively (*1-Horticulture_Program Data*).
- From 2005-2006 to 2015-2016, El Camino College has awarded 21 degrees and 30 certificates in Environmental Horticulture (*1-Horticulture_Program Data*).
- Local community colleges that have robust Horticulture programs include Saddleback College, Mt San Antonio College, and Orange Coast College. These colleges offer a variety of specializations and have dedicated space on their campuses for their Horticulture programs (*2-Horticulture programs_local CCs*).
- Horticulture occupations included in this labor market analysis are farmer and rancher, grounds maintenance worker, landscaping worker, first line supervisor, and landscape architect (*3-Labor Market-Horticulture (final)*).
- The academic requirements for horticulture occupations show the majority needing high school diplomas, whereas, the majority of positions for landscape architect require a Bachelor of Arts degree (*3-Labor Market-Horticulture (final)-See Table 2*).
- Horticulture jobs in California and Los Angeles County are projected to increase over 10 years by 2.9% and 0.9% respectively, however, they are expected to increase below the national projection of 5.3% (*3-Labor Market-Horticulture (final)-See Figure 2*).

- In 2017, landscaping workers comprise 85.8% of horticulture jobs. Farmer and ranchers, and first line supervisors are projected to decline by -39.8% and -4.7% respectively, whereas, grounds maintenance workers, landscaping worker, and landscape architect are projected to increase by 4.5%, 2.3% and 2.3% respectively between 2016-2025 (*3-Labor Market-Horticulture (final)-See Table 4*).
- Awards of degrees and certificates have been in the decline since 2003, nationally (-12.7%), in California (-5.6%), and in LA County (-8.4%). El Camino awarded 4 degrees and 3 certificates in 2014-2015 academic year (*3-Labor Market-Horticulture (final)-See Figure 5 and Table 6 & 7*).
- Mt. San Antonio College in AY 2014-2015 had 433 enrollments, 20 section offerings, and 48 full-time equivalent students (FTES); in contrast, El Camino College had 146 enrollments, 7 section offerings, and 14 full-time equivalent students (FTES) (*3-Labor Market-Horticulture (final)-See Appendix, Table 1a-1c*).



Distance Education Advisory Committee
 Meeting Minutes
 Mar. 29, 2018
 Lib. Room 202

Meeting Materials:

- See below

Present (*Attendees via CCC Confer)

Fields, Mark*

Perez, Gema

Rooun, Malinni*

Said,Asma

Degnan, Kevin

Galbavy, Renee

Martin, Crystle

Valdez, Celia*

Pon-Ishikawa, Janice

Houske Laurie

Welsh, Lauralee

Welcome and Introductions

A. Said welcomed the committee.

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. Coming DEAC meetings on Thursday, Apr.26 1:00-2:00 pm & Thursday, May.24 1:00-2:00 in DE Room 166.

Joining the Consortium

A Said: Just to update you with the status of our application. Our application was submitted on Friday 03/9/2018, and we are waiting for a response. Probably mid spring-2018 will be informed about our status if we were approved or not.

Distance Education Training

A Said: It is a very important topic, since we are trying to increase the number of faculty trained at ECC to be certified online teaching instructors. We want to gather some input from you regarding a suggested format of such training. I consulted a little bit with R Galbavy and G Perez through short discussions about the options of the training that can be offered at ECC. I am bringing this to you to discuss and to provide us with your feedback. Renee on the other hand has a separate discussion with Christina Gold about the training. What we can see now on the screen is what we have now:

Three options are available:

1. Online teaching pedagogy including policies and regulations.
2. Canvas Training.
3. Both components in a one 8-week course.



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The first option is the Online Training Certification at ECC, which covers online teaching pedagogy including policies and regulations. There is another course which is related to our LMS , which is Canvas Training. The third option here was suggested by Christina Gold, which is a condensed 8-week course that includes both components. I believe this new format should attract more instructors to be trained and teach online. The options 1 & 2 are the present format, which requires more time and effort. The other thing that I want to show you is what I suggested as options : the first one is for instructors who have fully taught online at any other college and they want to join DE at ECC. These should take our certification course. We prefer not to talk about waivers and other issues related to it at this moment. We want just to discuss what we can offer and later we can talk about waivers , course reviews, also G Perez was talking about a letter that explains the outcomes of the training taken outside ECC. The course that is offered here at ECC is an 8-week course that is offered once every semester and it has no cost. The other alternative courses are offered by @ONE (Online Network of Educators) : Introduction to Online Teaching and Learning, Online Education Standards & Practices, and Certificate in Online Teaching Principle. This last one is new. These all are offered by @ONE , and I want to add a very important point here that :@ONE offers these courses to be adopted by ECC at no cost. Then we don't have to pay them for these courses, and we can teach them here for no cost given that the trainer has completed these courses by @ONE with giving an attribution that these are @ONE courses. The second option is Canvas training we have it here this is going to be for instructors who taught online at ECC using Etudes or instructors who have taught at any other college using a system other than Canvas. The course offered here at ECC is a 3-week training and it is free. @ONE also offers a free 4-week Canvas training : "Introduction to Teaching with Canvas". The third option is for anyone who is fresh and new to online teaching and want to be a certified online instructor. He/She take that combined 8-week course for free here at ECC. Also I listed all the courses offered by @ONE with all the details and outcomes of each course listed. This is an overview of all these courses offered.

Now I want to leave it to R Galbavy to talk about the document prepared by her and Chris Gold: R Galbavy: (There was a handout handed to everyone in the meeting.) As you can see from the handout we have lines of training: The first one is Canvas online course .This course covers the basic needs to get the instructor up using Canvas. This course does not count towards certification. The other course is the Online Training Course , which is the certification training for teaching online at ECC and it is a required course for hybrid and fully online courses. In addition, there is an option to get the waiver process, which can be linked here. Dates and links are not added and should be added later after this draft is finalized. There was a discussion about



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the process between Renee and Gema about the document. Renee added that the suggested duration of this course is between 7-8 weeks and suggested to remove the face-to-face orientation that is required now. This course is not required for on-ground courses instructors who are using canvas. There was a discussion about the title of this course , and Renee suggested not to add “canvas” to the title since faculty can be confused between the two lines of training. K Degnan suggested to add a criteria for the waiver. There was a suggestion to make if self-paced . In the meantime, DEAC discussed that that this training should be aligned with the OEI Rubric and what the procedures. G Perez and M Fields shared the document of “OEI Rubric” with all the members of DEAC. All the attendees agreed on that all the guidelines outlined in the document should be followed in designing our courses and included in the training.

There was a discussion about joining the OEI consortium and how this will reflect on the training and on designing our courses. 10 % of our online classes should be offered through the exchange system if we had been approved to join. M Fields said that also we can offer courses through the exchange system even before joining the consortium officially.

There was a discussion about online courses review process and how it is done now and how it should be done. M Field said that one option is to have faculty trained as POCR (Peer Online Course Reviewer) by @ONE. K Degnan posted questions about the review process : should be it be once after the course created? Or is it an ongoing process that has a cycle and he added that this process is very important when it comes to the accreditation process. A Said added that OEI in partnership with @ONE designed a course that is free of charge to train local reviewers at each college according to OEI Rubric. It is required to have a team of at least three people to join the team and being trained. C Martin said that we can plan this after we are done by the Online Training. C Martin was talking about hiring an instructional designer to the DE team, and she said she is working on this. An instructional designer could help ECC in reviewing and fixing many issues related to course design and accessibility. Finally all the attendees agreed on few changes and Renee added that she will finalize the document and trim it before sending it to the Senate. The second and final item on the agenda was the Service Area Outcomes (SAOs). A Said prepared a set of SAOs and they were presented to the committee. There was a discussion about how they should be prepared and how can be assessed. It was agreed that there two many SAOs, and they are overwhelming and there is a need to work on just creating one or two SAOs. J Pon-Ishikawa said that there two many SAOs and they have only one SAO in counselling, and their number should be minimized since that should be assessed and this process is not an easy one. C Martin added that we can work on these SAOs later and finalize one or two and present them to DEAC in the near future.

TRAINING AND CERTIFICATION INFORMATION FOR CANVAS AND ONLINE INSTRUCTION AT EL CAMINO COLLEGE

Online Training	Description	Upcoming trainings
Canvas Trainings (Optional training courses which do not count towards online teaching certification)	<p>1) Canvas Basics (meets in-person): This optional training will cover the basics needed to navigate and utilize the Canvas LMS to support your f2f classes. The training will cover the Canvas interface, the dashboard, the different navigation bars, setting up your avatar, uploading your syllabus, creating assignments, uploading files, and utilizing student view. (2-4 hours training; 2-4 Flex hours)</p> <p>2) Introduction to Canvas (entirely online): This optional training course is designed to cover the basics of Canvas use. The focus is on using Canvas for course support in on-campus (f2f) classes. The training will cover a number of topics including the Canvas interface, the dashboard, the different navigation bars, setting up your avatar, uploading your syllabus, creating assignments, uploading files, and utilizing student view. (1-3 weeks self-paced training; 9 Flex hours)</p>	<ol style="list-style-type: none"> 1. ECC (link and dates) 2. @One (link and dates)
Online Training Course (Required Certification course for teaching hybrid and fully online courses)	<p>This entirely online course is built upon the standards of the California Community College Distance Education policies and procedures, and is a requirement for teaching online at ECC (unless qualified for the Online Training Waiver). In alignment with the Online Education Initiative Course Design Rubric, this course will instruct faculty on using the Canvas learning management system to design an effective online class for maximizing student success and retention. It will focus on teaching strategies and practices that will meet federal and state regulations as well as accreditation requirements. (8 week training; 15 Flex hours)</p>	<ol style="list-style-type: none"> 1. ECC (link and dates) 2. @One (link and dates)

ONLINE TRAINING WAIVER (APPLICATION AND QUALIFICATIONS)

<p>Online Training Waiver</p>	<p>Waiver application for those instructors who have designed and taught online courses at other institutions and want to teach online at ECC. (Waiver qualification criteria included here or link to qualification criteria)</p>	<p>Link to the Online Training Waiver</p>
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