Academic Senate of El Camino College 2014-2015

16007 Crenshaw Blvd., Torrance CA 90506-0002   (310)532-3670 x3254

Officers & Executive Committee

Co –Presidents	**Chris Jeffries/ Claudia Striepe**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Paul Flor**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Mark Lipe**	Co-VPs Faculty Development	**Kristie Daniel-DiGregorio**
VP Educational Policies	**Alice Martinez**	VP Instructional Effectiveness	**Karen Whitney**
Secretary	**Sara Di Fiori**		

Adjunct
(1 yr term)
vacant
vacant

Behavior & Social Sciences

Christina Gold	16/17
Kristie Daniel-DiGregorio	14/15
Daniel Walker	16/17
Lance Widman*	13/14
Michael Wynne	14/15

Business

Phillip Lau*	15/16
Nic McGrue	16/17
Josh Troesh	15/16

Compton Educational Center

Estina Pratt	14/15
Chris Halligan	14/15
Essie French-Preston	14/15
Paul Flor	14/15
vacant	

Counseling

Griselda Castro	14/15
Chris Jeffries*	14/15
Rene Lozano	16/17

Fine Arts

Ali Ahmadpour	14/15
Chris Wells*	14/15
Russell McMillin	14/15
Vince Palacios	14/15
Karen Whitney	14/15

Health Sci & Athletics/Nursing

Mark Lipe*	14/15
Robert Uphoff	14/15
Mina Colunga	14/15
Andy Alvillar	16/17
Traci Granger	16/17

Humanities

Rose Ann Cerofeci	15/16
Peter Marcoux*	15/16
Kate McLaughlin	15/16
Barbara Jaffe	14/15
Ashley Gallagher	15/16

Industry & Technology

Patty Gebhart	15/16
Ross Durand	15/16
Mark Fields	15/16
Tim Muckey	15/16
Merriel Winfree	15/16
Lee MacPherson*	15/16

Learning Resource Unit

Moon Ichinaga	15/16
Claudia Striepe*	15/16

Mathematical Sciences

Zachary Marks	15/16
Jasmine Ng	16/17
Megan Granich	16/17
Alice Martinez*	14/15
Benjamin Mitchell	16/17

Natural Sciences

Sara Di Fiori	15/16
Miguel Jimenez*	15/16
Anne Valle	15/16
Mohhamed Abbani	16/17
Ryan Turner	16/17

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.
Kristina Nakao

President/Superintendent
Thomas Fallo

Division Personnel
Jean Shankweiler
Tom Lew

Ex-officio positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Institutional Research
Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

Academic Senate of El Camino College 2014-2015

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

   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."

B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2014		SPRING 2015	
September 2	Alondra Room	February 3	Alondra Room
September16	Alondra Room	February 17	Alondra Room
October 7	Alondra Room	March 3	Alondra Room
October 21	Alondra Room	April 7	Alondra Room
November 4	Alondra Room	April 21	Alondra Room
November 18	Alondra Room	May 5	Alondra Room
December 2	Alondra Room		

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2014		SPRING 2015	
September 4	Board Room	January 22 (if needed)	Board Room
September 18	Board Room	February 5	Board Room
October 9	Board Room	February 19	Board Room
October 23	Board Room	March 5	Board Room
November 6	Board Room	April 9	Board Room
November 20	Board Room	April 23	Board Room
December 4	Board Room	May 7	Board Room

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 you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept 23 & Oct 2	12:30-2:00	Alonda Room
Assessment of Learning Comm.	Karen Whitney Russell	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Jeffries (Fall only)	2nd & 4th Tues	12:30-2	SSC 106
Faculty Development Comm.	Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

Committees

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1st & 3rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake	2nd & 4th Thursdays	1-2:00	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you

AGENDA & TABLE OF CONTENTS

H. FUTURE AGENDA ITEMS	**A. Moving up the Withdrawal Date** **B. Faculty Evaluations** **C. C-IDs/Articulation – Lori Suekawa** **D. BA degrees at Community Colleges** **E. Changes in BOGG fee waivers – C. Pineda** **F. Career Center services/activities – Y. Cooper**	
I. PUBLIC COMMENT		
J. ADJOURN		

Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*

- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*

- Build campus morale. *Measure: Arrange for "positive" presentations showcasing success, General faculty survey of perception.*

- Enhance communication with all groups and partners*. Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*

- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*

ACADEMIC SENATE ATTENDANCE
February 17, 2015

NAME: INITIALS

Adjunct (1 year)
Kim Runkle
Vacant

Behavioral & Social Sciences
Daniel Walker
Christina Gold   XX
Kristie Daniel-DiGregorio XX
Lance Widman   XX
Michael Wynn   EXC

Business
Phillip Lau   XX
Tim Miller
Josh Troesh   XX
Nic McGrue   XX

Counseling
Griselda Castro
Chris Jeffiries   XX
Rene Lozano

Fine Arts
Ali Ahmadpour   XX
Chris Wells   XX
Russell McMillin
Vince Palacios   XX
Karen Whitney   XX

Health Sciences & Athletics
Mark Lipe   XX
Robert Uphoff
Mina Colunga
Andrew Alvillar   EXC
Tracy Granger   XX

Humanities
Rose Ann Cerofeci   XX
Pete Marcoux   XX
Kate McLaughlin
Barbara Jaffe   XX
Ashley Gallagher

Industry & Technology
Patty Gebhart
Ross Durand
Mark Fields
Tim Muckey   XX
Industry & Technology cont.

Merriel Winfree
Lee MacPherson   XX

Learning Resources Unit
Moon Ichinaga   XX
Claudia Striepe   XX

Mathematical Sciences
Zachary Marks   XX
Jasmine Ng
Megan Granich   XX
Alice Martinez   XX
Ben Mitchell   XX

Natural Sciences
Sara Di Fiori   XX
Miguel Jimenez
Anne Valle
Mohamad Abbani
Ryan Turner   XX

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime   XX
Robert Klier

Assoc. Students Org.
Kristina Nakao   XX

Compton Education Center
Estina Pratt
Chris Halligan
Essie French-Preston
Paul Flor
Vacant

Ex-Officio Positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:
Jean Shankweiler
Tom Lew
Irene Graff
Stefanie Frith
Wendy Lopez
Carolyn Pineda   XX

ACADEMIC SENATE MINUTES
February 17, 2015

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

1. CALL TO ORDER
Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting of February 17, 2015 at 12:36 a.m.

CS: Welcome Everyone. We're highlighting the concert band on our first slide.

2. APPROVAL OF MINUTES
See pgs. 6- 12 of packet for minutes of the February 3 meeting. Minutes approved as amended.

Dr. Nishime: The PlanNet report should be available to senators today. Dr. Fallo will be asking for input and recommendations including ideas on the IT Director. L. Widman: Is this the original report given to the district? Dr. Nishime: The only changes were errors of fact. It's the same.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 13 - 25)

CS: Welcome Lisa Mednick-Takami. L. Mednick-Takami: I filled Donna Manno's previous position. I come from Harbor College. I'm a Title 5 specialist, and project manager at LBCC. I have a long history as faculty member and this is my first classified role. I look forward to working with all of you. We welcome your ideas. A. Ahmadpour: A small group are not representing campus at large. Ten people from flex day found the event condescending. Please be inclusive if you want faculty support. I will talk to you more if you like. L. Mednick-Takami: Thanks for letting me know. I'm highly collaborative person.

CS: You may have noticed our goal to foster morale on campus. We'll send out an annotated PowerPoint for campus at large. Communication is a double-edged sword; people have to read emails too.

CJ: At College Council (p. 13) they discussed the accreditation letter. Probably you've already seen it. There were some recommendations and misunderstandings. Were still looking at the Making Decisions document. Collegial council committees must put their purpose on their agendas. For the Council of Deans (p. 17), we must reaffirm that faculty must complete required reports. Some positive attendance reports were missing. Not all students were included. Meet your deadlines for accurate input. A. Ahmadpour: many campuses don't use positive attendances. No show is online. We're one of the only campuses filing everything with admission. CJ: Students can't petition as fast unless the hardcopy is available. It reduces petitions. A. Martinez: After no show and census, why is attendance turned in? Dr. Nishime: Attendance is required of faculty. We don't have an electronic record fro attendance at this point of time. A. Ahmadpour: The teachers are keeping records, but only provide them when requested from deans. We do it for ourselves. Phi Lau: We submit them with final grades?
Dr. Nishime: In cases of subpoena we keep the paper for contested grades. CJ: We remain on the side of caution. A. Ahmadpour: It's extra work for teachers. CJ: Those are the types of questions we can submit

to admissions. A. Ahmadpour: ECC portal wouldn't help us take roll online. You can't press enter to change grades. It's the dumbest system ever. If I was forced to do it online I would cry. P. Marcoux: S swipe system has problems too. CJ: It's a hot topic we can look at. On p.19 you'll find adult education consortium planning. Jose Anaya will come to the next senate meeting to give an Adult Education update. At the student success advisory committee (p. 20) from December 11, an item to discuss in the future is BOGG Fee Waiver for students in 2016. It will impact thousands of students on campus. Faculty have daily contact with students. Please remind them. There is a Student Success Summit this Friday.
CS: Regarding Field Trips. There are lots more now. If students carpool, faculty must not get involved. Don't arrange carpooling. Some faculty leave a roster with the police department in case someone goes missing. Prof. Holliday will share his checklist. Regarding the copyright issues on campus, the onus is on the faculty. The campus does not have a lawyer for you. It's in our contract. There are efforts for more details on campus. Dr Fallo's letter of resignation will be submitted to the Board tonight. Grades First will hopefully be approved.

B. VP – Compton Education Center – Paul Flor

C. Chair – Curriculum – Mark Lipe (pgs. 26 - 30)

I'll highlight the minutes in your packet. On p. 26 (curriculum review), Letter A, find the courses that are full reviews; five are brand new. On pages 37 and 38 are some new courses. They avoided repeatability conflicts by naming new courses. Math 100 is a supervised tutoring course, now reactivated. It's a non-credit course in a lab, where students can get help. English does it with writing center. Some music courses too, that were once lecture are now are lab only. On p. 27 find full program reviews in general studies, and AA degree upgrades. Music finished an AAT degree as well. Independent study courses were added with no repeatability. The last item, three inactivations, include Education Development 31 (increased learning), one for math and one for English. C. Wells: General studies is not a transfer degree. CJ: It's Liberal Studies (for teaching) and general studies with an emphasis. AAT's must be aligned with every Cal State out there. AA's are in-house degrees. C. Wells: Won't that go against emphasizing transfer? CJ: No, we've had them a long time. We encourage students to do both degrees. P. Marcoux: It's our terminal degree. CJ: The more degrees we have the better our numbers work. Dr. Nishime: There is no major called general studies. What would they transfer to? C. Wells: What's the advantage of them? M. Lipe: Some students don't indent to transfer, so we list another options. CJ: UC transfers can't use the AAT degree. K. Daniel –DiGregorio: You make seven to eight thousand dollars more with an Associate Degree. P. Lau: Credits are the same? CJ: Yes. They need IGETC and required courses. Lori Suekawa will come by again. P. Lau: Why go for an AA degree? CJ: They're encouraged to do both. And our funding is related to numbers. C. Wells: We have an AAT degree, but we deactivated our AA degree. M. Lipe: It's a division's decision to. A lot are keeping both. K. Daniel –DiGregorio: Can't this confuse students? Fewer options may be better. M. Lipe: With all the CID stuff and state compliances, they can pull our AAT's away, so people are hanging on to other degrees. C. Wells: We were told to get rid of AA's and certificates. CJ: That was the message, but they're behind on evaluating CID's. Don't deactivate. We're waiting for direction. M. Lipe: Have that talk with your department.

D. VP – Educational Policies – Chris Jeffries (pgs. 31)
We worked on 4255, course repetitions. The BP's have too much procedure in them. Now we're looking over the AP part. And it will hopefully go quickly so we can get to sexual misconduct policies. We were packed. We're moving the meetings to a better location, MBA 305. Come by. AP 4245 should get done and should be available next meeting. CS: We want an extra senate meeting March 24th. We have a lot of policies coming through. CS: FDC has a meeting that week, Ed Policies too.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 32)

You'll get the minutes in the next packet. Donna Manno was giddy about Lisa! We're so pleased to have her join us. The AS Executive Board met with VP's. Quajuana and Portia are making changes for this Fall's catalogue. They've been helpful with revisions and rank shifts. Our Getting the job workshop is coming up Friday. There's strong demand and interest. Five faculty and a Dean are on the panel. Fifteen faculty are invited to the OnCourse conference. Registration will be funded under basic skills. Applications have come in for the great teachers seminar and we'll ask participants to present at flex day. We talked about flex day and evaluations. People liked being involved. Students want more student support services for information. Things change on campus and we want to keep faculty informed. The FDC is looking for culturally responsive programs. We're looking for funding. With Student Equity, the timing is ideal. We want new ideas. We want to address this campus wide, and to utilized Lisa's expertise

F. VP – Finance – Lance Widman (pgs. 33-35)

On p. 33 -35, There's only one set of minutes for PBC. We got a TracDat planning update. The budget update: good review of the starting point for the budget discussions currently under way in the legislature. Enrollment update: the projected FTES enrollment has been narrowed; active enrollment numbers could put EC close to target. Dr. Fallo's recommendation to the Board of a 10% reserve was held over until Jo Ann could be present. We're trying to make cap without increasing borrowing. We've not been successful at that in past. Positive attendance is delayed (the data). The numbers will be very close. The president will make a recommendation of reserve raised to 10%. Jo Ann Higdon will provide more information. CJ: We're talking about it in college council too. It's an information item. C. Wells. What's the cap on the reserve? L. Widman: I've not heard. But in Sacramento they're talking about rainy day funds. Which would cap reserves. Dr. Nishime: K – 12 has a cap. C. Gold: What would trigger spending the reserve? What justifies dipping into it? L. Widman: It's contentious. It's the board's discretion. C. Gold: It would resolve conflicts if they could define the terms. Dr. Nishime: The reserve is for cash flow. We have to make payroll. If your money is delayed, you still have to make payroll. A. Martinez: It would help to know what it's for. P. Marcoux: What's the interest on the reserve? Dr. Nishime: It's not a high rate of return.

G. VP – Academic Technology – Pete Marcoux

We had our third annual conference, same keynote speaker as last year. She spoke about augmented reality apps, think Google glass. The Internet issues slowed her down. Students have products available online. Bobby Becka talked about writing grants. They talked faculty laptops. We'll create a survey for faculty interests and will present it to senate. Canvas was chosen as the next learning management system. We'll schedule the meetings this semester. M. Ichinaga: Now that were getting the PlanNet report, will we hire? Nishime: yes we'll revamp the job description. The president will seek input and decide what pieces to act upon. Many pieces are broken and need fixing. He wont be here in March so it wont be presented to board until April. We have a description for the technology position. A. Ahmadpour: We went to a conference with on digital technology. Technology is significant. Administration should expand IT.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 36- 47)

We're going to finalize ILO assessments by next week. Bring questions to your facilitator. If you're involved in Program Review, trainings are taking place this week. Also, there is a new version of Trackdat coming up, to be released next month or so. Hopefully the changes will make it easier.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime

Dr. Nishime: Accreditation is reaffirmed. We'll have a follow up visit and report Oct. 15. We'll have to respond to three recommendations. Page 23 of packet refers to planning, communication of planning, and funding. Our process is cumbersome. I hope TracDat will make it easier. There is some ambiguity. We will work on it. Also financial resources, focuses on Compton. I argued with the chair that Compton has been implementing their plan. But it remains that they should implement a plan. We assert that they are implementing the plan. And under planning and decision-making, which we're reviewing in college council and asking collegial consultation committees, to also evaluate, we want clarity, and everyone should understand how decisions are made. Only five committees on campus are collegial consultation committees. We'll continue the dialogue and may develop a timeline in next few weeks. I'll be asking your assistance. It shouldn't be nerve wracking. Commendations for senate, librarians, instructional faculty, and Distance Ed learning environments too. There are a lot of things we do well, like our fiscal stance, that was overlooked. We've had a reserve all through crisis, but it wasn't acknowledged. It's a good evaluation. CS: We had comments about Compton affecting accreditation? Dr. Nishime: They didn't impact us negatively at all. We applied for eligibility for Compton center. It will begin self-evaluation. But it is our center, so we'll ask for faculty help with self-evaluation. We're responsible for it. The team visited Compton. P. Marcoux: We congratulate you and your team. And Dr. Arce's hiring committee? Dr. Nishime: Final interviews are scheduled for March, and May First for president. C. Gold: Follow up report only responds to three recommendations? Dr. Nishime: Yes, institutional effectiveness would help us improve. C. Gold: All recommendations say to implement a plan you've already made. It's all follow through. Dr. Nishime: The check sheet is at the end of formal report. One is a mistake. The institutional achievement goals were approved. It's the "floor" that they require to take to the board, an easy correction. A. Ahmadpour: Is there is a campus with no recommendations? Pete. The west is highly skewed.

5. INFORMATION ITEMS –DISCUSSION
A. Online Education Initiative – C. Gold pgs. 48 - 52

C. Gold: Regarding online pedagogy: I'm on a steering committee for and online education initiative, from the Chancellor's office, trying to make efficient use of technology. I'll discuss: (1) OEI, (2) Common Assessment Initiative, (3) Ed Planning Initiative. The goal of the Online Education Initiative is to improve access and consistency. And lower costs. The Online Course Exchange is in the pilot state. Students can enroll in courses across the state. There are FTES implications. We should think about entering the exchanges. Student services include tutoring, proctoring and a readiness module. A Common Course management system, may be piloted in fall, or even summer, with professional development preparing faculty to use canvas. Participation is a local decision. Our senate should be prepared to work with Distance Ed. We can pick and choose. Here are the 48 courses already in the exchange. OEI created a rubric for excellent courses. CJ: How do we submit? The courses being offered are high demand for

AAT's. They use link systems for for tutoring. S. Di Fiori: What about faculty that have taken the ETUDES training. Will they have to retrain? C. Gold. If we have had trained faculty already, we will probably not retrain faculty. These courses are using different course management systems. The Canvas Discussion Board is better than ETUDES. (C. Gold) showed the senate the new CMS.) It's organized by modules, very similarly to others. Students reviewed them and liked this one best. You can weight the grades if you want. I recommend we try it out, and add courses to the exchange. A. Ahmadpour: I attended a presentation by Pearson. They are advocating Revel. If your course is offered online, they have book recommendations. It had an audio version. I can provide contact info. C. Gold. Revel is an interactive textbook. The author of the book can talk. Maybe they can embed that within the CANVAS platform. M. Ichinaga. It's interesting that it's voluntary. If a college submits a course for the exchange, isn't it required that they have same platform? C. Gold. We'd have to use CANVAS.

8. FUTURE AGENDA ITEMS
A. Moving up the Withdrawal Date

B. Faculty Evaluations

C. C-IDs/Articulation – Lori Suekawa

D. Adult Education Initiative – J. Anaya

E. BA degrees at Community Colleges

F. Changes in BOGG fee waivers – C. Pineda

10. ADJOURN
CJ: Our next meetings are March 3 and the 24th.
The meeting adjourned at 1:55 p.m.
SD/ECCFall14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 9, 2015

Present: Julio Farias, Irene Graff, Jo Ann Higdon, Rafeed Kahn, Lynn Lindberg, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Virginia Rapp, Luukia Smith, Erika Solorzano, Claudia Striepe.

The agenda today is being adjusted as follows:

1. Minutes
2. Report on Campus Bike Spaces
3. Accrediting Commission for Community and Junior Colleges (ACCJC) Letter
4. Making Decisions at El Camino College (Postponed to February 23, 2015)
5. AP 2510 (Collegial Consultation) (Postponed to February 23, 2015)
6. BP 6200 (Budget Preparation) (Postponed to February 23, 2015)

1. Minutes – February 2, 2015. Correction to page 2, item #f: Irene Graff will provide copies of recommended changes to AP 2510.

2. Report on Campus Bike Spaces: Facilities has identified five additional potential bike rack locations. Chief Trevis will determine if these locations are viewable by security cameras. Jo Ann will report back with this information.

3. Accrediting Commission for Community and Junior Colleges (ACCJC) Letter: Our Accreditation has been reaffirmed. There are some deficiencies that need to be resolved. We must submit a follow-up report in October 2015 that shows we have resolved these deficiencies. The report will be followed by a visit of Commission representatives.

    Recommendation 1: Institutional Effectiveness and Leadership and Governance. The team recommends the College complete its integrated planning cycle by ensuring the planning process offers opportunities for purposeful dialogue in which stakeholders participate I the exchange of different points of view and reflections; clearly ties resource allocation to the planning goals; clarifies how priorities are decided and decisions are communicated to stakeholders, leading to genuine communication.

There was some discussion on how to resolve the "genuine" communication issue. It was suggested that each person on College Council send out the ACCJC correspondence to their constituents and ask that they review the document. It was noted that there was a lack of communication with the GASB (irrevocable trust) issue in the past. It was noted that communication is always listed as an area of concern. We need to determine what areas are lacking. Jeanie will ask for clarification from ACCJC on what is meant by "genuine" communication. It was reported that many employees do not know how priorities are decided and do not know the approaches to prioritization. We need to find a way to better communicate this to the campus. It was also noted that some supervisors/managers do not include their staff in the planning process. Jeanie reported that the VP's will continue this discussion and develop a plan.

Recommendation 2: Financial Resources. The team recommends that El Camino Compton Educational Center implement the fiscal management plan to assure financial integrity and disseminate dependable and timely information for sound financial decision making. The Commission notes that the Compton Center is identified as the subject of the recommendation.

It was noted that ACCJC believes that Compton has only followed their financial plan for two years despite our proof and explanations to them. It is hoped that we can cite what has been done and provide documentation in our follow up report. It was mentioned that the last two FCMAT reports were "glowing." It was also noted that ACCJC disregarded the past two audit reports.

Recommendation 3: Planning and Decision-Making Processes. The team recommends that the College implement the planning, governance and decision-making process outlined in board policies and "Making Decisions at El Comino College" document and regularly evaluate the process to ensure integrity and effectiveness; communicate the results of the evaluation; and utilize the results for improvement.

College Council is in the process of revising this document. It was noted that all Collegial Consultation committees must review this document. We also need to provide evidence that we are following these guidelines.

Recommendation for Institutional Improvement 10. The team recommends the College implement a process for the evaluation of policies and procedures according to an identified timeline and the Board of Trustees revise the policies as necessary.

We were aware that we were vulnerable in this area. College Council has determined there will be two subcommittees working on policies and procedures. The Vice Presidents will develop a timeline. The subcommittees will meet twice monthly.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 17, 2015

Present: Francisco Arce, Thomas Fallo, Julio Farias, Irene Graff, Jo Ann Higdon, David
Mc Patchell, Jeanie Nishime, Susan Pickens, Luukia Smith, Erika Solorzano.

1. Minutes – February 9, 2015: Approved as written.

2. Report on Campus Bike Racks: Jo Ann reported that five additional bike racks
    have been ordered. Mike Trevis and Tom Brown will ensure that the racks are
    placed in view of security cameras.

3. The February 17, 2015 Board Agenda and Supplemental materials were discussed.

Study Abroad Survey 2015 INTEREST SURVEY

N = 269

1. Where do you take most of your classes?

Response	Frequency	Percent	
El Camino College Torrance Campus	200	74.35	▮▮▮▮
Compton Center	4	1.49	
Missing	65	24.16	▮

My 1st choice would be:

Response	Frequency	Percent	
South America	20	7.43	▮
Central America	8	2.97	▮
Africa	10	3.72	▮
Europe	183	68.03	▮▮▮▮
Asia	29	10.78	▮
Oceania	19	7.06	▮
Missing	0	0.00	

My 2nd choice would be:

Response	Frequency	Percent	
South America	49	18.22	▮
Central America	36	13.38	▮
Africa	15	5.58	▮
Europe	49	18.22	▮
Asia	58	21.56	▮
Oceania	60	22.30	▮
Missing	2	0.74	

My 3rd choice would be:

Response	Frequency	Percent	
South America	67	24.91	▮
Central America	54	20.07	▮
Africa	20	7.43	▮
Europe	20	7.43	▮
Asia	43	15.99	▮
Oceania	62	23.05	▮
Missing	3	1.12	

My 4th choice would be:

Response	Frequency	Percent	
South America	66	24.54	▮
Central America	66	24.54	▮
Africa	35	13.01	▮
Europe	10	3.72	▮
Asia	45	16.73	▮
Oceania	37	13.75	▮
Missing	10	3.72	▮

My 5th choice would be:

Response	Frequency	Percent	
South America	48	17.84	▮
Central America	58	21.56	▮
Africa	45	16.73	▮
Europe	9	3.35	▮
Asia	59	21.93	▮
Oceania	42	15.61	▮
Missing	8	2.97	▮

My 6th choice would be:

Response	Frequency	Percent	
South America	13	4.83	▮
Central America	41	15.24	▮
Africa	124	46.10	▮▮▮
Europe	9	3.35	▮
Asia	30	11.15	▮
Oceania	42	15.61	▮
Missing	10	3.72	▮

3. If I could study abroad in South/Central America, I would be interested in visiting:

Response	Frequency	Percent	
Argentina	46	17.10	▮
Brazil	98	36.43	▮▮
Belize	15	5.58	▮
Costa Rica	65	24.16	▮▮
Peru	30	11.15	▮
Other:	12	4.46	▮
Missing	3	1.12	

4. If I could study abroad in Africa, I would be interested in visiting:

Response	Frequency	Percent	
Ghana	23	8.55	
Kenya	28	10.41	
Morocco	100	37.17	
South Africa	87	32.34	
Tanzania	16	5.95	
Other North African country:	3	1.12	
Other:	5	1.86	
Missing	7	2.60	

5. If I could study abroad in Europe, I would be interested in visiting:

Response	Frequency	Percent	
Austria	6	2.23	
Croatia	3	1.12	
England	73	27.14	
France	52	19.33	
Ireland	23	8.55	
Italy	55	20.45	
Spain	45	16.73	
Other:	7	2.60	
Missing	5	1.86	

6. If I could study abroad in Asia, I would be interested in visiting:

Response	Frequency	Percent	
China	30	11.15	
India	30	11.15	
Japan	151	56.13	
Philippines	26	9.67	
South Korea	22	8.18	
Other:	3	1.12	
Missing	7	2.60	

7. If I could study abroad in Oceania, I would be interested in visiting:

Response	Frequency	Percent	
Australia	171	63.57	
New Zealand	89	33.09	
Other:	4	1.49	
Missing	5	1.86	

8. If you were to participate in Study Abroad, which is your ideal trip length?

Response	Frequency	Percent	
1-2 weeks	22	8.18	
3-4 weeks	82	30.48	
6-8 weeks	39	14.50	
1 semester	125	46.47	
Missing	1	0.37	

9. Your sex:

Response	Frequency	Percent	
Male	79	29.37	
Female	188	69.89	
Missing	2	0.74	

10. What is your racial/ethnic identification?

Response	Frequency	Percent	
African American	21	7.81	
American Indian or Native American	0	0.00	
Asian	37	13.75	
Latino	113	42.01	
Pacific Islander	3	1.12	
White	43	15.99	
2 or more	30	11.15	
Other/Decline to State	18	6.69	
Missing	4	1.49	

11. Mark your age group.

Response	Frequency	Percent	
<17	2	0.74	
17-19	133	49.44	
20-24	91	33.83	
25-29	21	7.81	
30-39	11	4.09	
40	9	3.35	
Missing	2	0.74	

12. Are you a full-time or part-time student?

Response	Frequency	Percent	
Full-time [12 units or more]	207	76.95	
Part-time [Less than 12 units]	60	22.30	
Missing	2	0.74	

13. Are you currently receiving financial aid?

Response	Frequency	Percent	
Yes	155	57.62	
No	111	41.26	
Missing	3	1.12	

Anticipated graduation/transfer date:

Response	Frequency	Percent	
May 2015	45	16.73	
December 2015	16	5.95	
May 2016	94	34.94	
December 2016	38	14.13	
May 2017 or later	54	20.07	
Missing	22	8.18	

Study Abroad Survey 2015

N = 712

1. Have you ever considered a study abroad program?

Response	Frequency	Percent	
No	310	43.54	
Yes- but did not attend	371	52.11	
Yes and attended	15	2.11	
Missing	16	2.25	

2. If yes, but did not attend, why not? (Check all that apply)

Response	Frequency	Percent	
Financial limitations	282	39.61	
Family obligations	78	10.96	
Didn't have time	128	17.98	
Didn't need the courses	19	2.67	
Wasn't interested in any of the destinations/countries	33	4.63	
Missing	309	43.40	

3. If not, why not? (Check all that apply)

Response	Frequency	Percent	
Too expensive	195	27.39	
Conflicts	57	8.01	
Didn't know about it	222	31.18	
Didn't qualify	18	2.53	
Not interested	95	13.34	
Missing	231	32.44	

My 1st choice would be:

Response	Frequency	Percent	
South America	45	6.32	
Central America	36	5.06	
Africa	22	3.09	
Europe	460	64.61	
Asia	76	10.67	
Oceania	32	4.49	
Missing	41	5.76	

My 2nd choice would be:

Response	Frequency	Percent	
South America	140	19.66	
Central America	69	9.69	
Africa	27	3.79	
Europe	120	16.85	
Asia	163	22.89	
Oceania	147	20.65	
Missing	46	6.46	

My 3rd choice would be:

Response	Frequency	Percent	
South America	135	18.96	
Central America	128	17.98	
Africa	57	8.01	
Europe	56	7.87	
Asia	103	14.47	
Oceania	106	14.89	
Missing	127	17.84	

My 4th choice would be:

Response	Frequency	Percent	
South America	167	23.46	
Central America	168	23.60	
Africa	73	10.25	
Europe	31	4.35	
Asia	81	11.38	
Oceania	104	14.61	
Missing	88	12.36	

My 5th choice would be:

Response	Frequency	Percent	
South America	113	15.87	
Central America	143	20.08	
Africa	110	15.45	
Europe	9	1.26	
Asia	103	14.47	
Oceania	84	11.80	
Missing	150	21.07	

My 6th choice would be:

Response	Frequency	Percent	
South America	43	6.04	
Central America	80	11.24	
Africa	342	48.03	
Europe	5	0.70	
Asia	73	10.25	
Oceania	72	10.11	
Missing	97	13.62	

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
January 27, 2015

CALL TO ORDER
Meeting called to order at 2:30 p.m. by Chair Lipe.

Members:
Present: F. Arce, S. Bartiromo, T. Bui, A. Carr, A. Cornelio, E. French-Preston, A. Hockman, L. Houske, R. Klier, M. Lipe, V. Nemie, D. Pahl
Absent: S. Bosfield, W. Brownlee, B. Flameno

Ex-Officio Members:
Present: Q. Chapman, L. Suekawa, L. Young
Absent: K. Nakao

Guests: E. Jennison, P. Sorunke

VICE PRESIDENT'S REPORT
F. Arce informed the committee his retirement date has been extended until June 1, 2015. Three issues have resulted in a drop in enrollment by approximately 6 percent from target this semester compared to 2 percent from last year. 1) One reason for the drop in enrollment is the economy. 2) There was a 1 percent drop in high school senior graduating class last year. 3) El Camino College added too many class sections.

APPROVAL OF MINUTES
The minutes from the November 25, 2014, meeting were sent via email and approved by the committee.

CURRICULUM REVIEW – Standard Review/Consent Agenda
The committee reviewed the Title 5 guidelines and Carnegie Units Chart published by the California Community College Chancellor's Office.

CHAIR'S REPORT
Chair Lipe asked for volunteers to support the spring 2015 Standard Technical Review Subcommittee. The following assignments were made:

February 12	A. Hockman
February 26	T. Bui
April 2	E. French-Preston
April 16	L. Houske/D. Pahl

The CCC three-year term appointments will expire at the end of the spring semester for CCC members A. Carr, L. Houske, and B. Flameno. A. Carr will serve as CCC Chair in fall 2015.

ADVISORY REPORT
Curriculum Advisor Q. Chapman provided a pending proposal report that listed courses returned to the course originators for action. The report was also emailed to the division deans. In December 2014, the College achieved its goal of 100 percent compliance in completing all transfer degrees by the end of fall 2014.

ADJOURNMENT
Chair Lipe called a motion to adjourn the meeting. D. Pahl moved, V. Nemie seconded, and the motion carried. The meeting adjourned at 3:30 p.m.

Educational Policies Committee
Agenda
Date: 2/24/15   Time: 1:00-2:00pm
Location: MBA 305

Members in attendance:
Susan Taylor, Lori Suekawa, Mark Lipe, Vanessa Haynes,
Chris Jeffries, Alice Martinez, Jean Shankweiler, Mark Fields,

Minutes

1) BP 4225 Course Repetition – We made more changes to BP 4225, changing paragraphs 3, 4, & 5. We removed excess verbiage and made it clearer. We hope.

2) AP 4225 Course Repetition
We looked over the email from B. Mulrooney and from R. Klier. We replaced V.C.3. with "When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages, " as suggested by R. Klier. We spent the rest of the time on the Lapse of time provision. Making changes to insure clarity and accuracy.

3) We discussed having our 3/24 meeting on 3/31 since Academic Senate will be meeting on 3/24 at the same time. Final decision on this should be made at the next meeting.

Meeting adjourned at 2:05pm with AP 4225 still not finished, but looking better!

Next meeting on 3/10 from 1-2pm in MBA 305:
A) Continue working on AP 4225
B) Work on AP 5520

Faculty Development Committee Meeting
Minutes for Tuesday, February 10, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Rose Ann Cerofeci (absent)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

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

Fall 2014 Meetings: February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

AGENDA
1. Introduction of Lisa Mednick Takami, Professional Development Coordinator: (LMT) discussed her experiences before joining El Camino College this month. In her most recent position at Harbor College, she was curriculum specialist for a Title V grant which involved a significant training component. Prior to Harbor, she worked on an industry-driven grant at LBCC. She has teaching experience in both the elementary and postsecondary environments, including teaching for the ECC Community Education program when she owned her own communication business. She is in her first year of a doctoral program at CSULB. She noted being drawn to ECC because of the strong professional development program which is distinguished by fact that the college has a full-time coordinator and an established Professional Development Reporter program. At Harbor, she was involved in a cultural equity program for Achieving the Dream and provided culturally responsive training for faculty and staff.

2. Review Completed Projects: Fall 2014: (KDD) provided a recap of progress in the fall semester and preview of spring semester events. Flex Day follow-ups included a monthly newsletter highlighting best practices which emerged from faculty-led discussions on student success. The most recent newsletter, distributed at the end of fall semester and again at the start of spring semester, encouraged faculty to utilize classroom strategies for raising students' awareness of campus resources and creating incentives for students to connect and engage.

(KDD) congratulated the committee on a successful fundraising campaign to endow the Academic Senate's Outstanding Adjunct Faculty Award. El Camino faculty and staff contributed approximately $2500 to help reach the goal of $10,000. As a result, the award will be funded for $500 each year, in perpetuity. This year's recipient, Mediha Din (Sociology), was nominated by the Academic Senate for the statewide Hayward Award. The college was informed this week that Ms. Din was selected for the 2015 Hayward Award and will be recognized at the March meeting of the California Community College Board of Governors. This prestigious award recognizes Ms. Din's commitment to student success, the Academic Senate's efforts to support

excellence in teaching and the college. The only other El Camino College faculty member to be honored with a Hayward Award was Mercedes Thompson (Spanish) in 1991.

3. Review Spring 2015 Projects: (KDD) recognized Dustin Black (History) for his efforts to help coordinate and moderate the Spring Flex Day program, "It Takes a Village: Campus Safety and Security." The event was timely, given the recent shooting on campus and well-attended. (MS) was in attendance and appreciated the opportunity to connect faces with the names of key resource people on campus. She now has a better understanding of which interventions are appropriate in certain circumstances. From Jaynie Ishikawa, (KDD) was reminded of the importance of documenting student behaviors in class in case intervention becomes necessary.

The team was asked to review evaluations of the Flex Day general session and identify emerging themes. (MS) noted that she would have appreciated an opportunity to attend a follow-up workshop with the keynote speaker, a suggestion which was echoed in the evaluations. (AV) noticed that faculty were pleased to have moved on from the topic of SLOs to other topics. (FB) suggested that Flex Day events address learning how people learn. For example, in her own teaching, she finds that some students struggle to process new information that contradicts long-held beliefs. (SO) reported that a recent book club selection focused on brain research and neuroscience and was well-received. She and Sue Ellen Warren, her co-coordinator for the Faculty Book Club, provided a Flex Day workshop on brain research which generated a lot of interest from faculty. (KDD) suggested the college has, among our faculty, experts on learning who could provide workshops or lectures. A series similar to TED talks – possibly named ED talks -- could be initiated on campus.

(FB) suggested Flex Day programs more effectively appeal to people at all levels of experience, not just new faculty. She would like to hear some new ideas and topics. (KDD) noted that key words such as engaging, energetic, and practical ideas appeared frequently in the evaluations. And that some attendees appreciated being reminded of approaches that were not necessarily new but could be implemented in innovative ways, such as using index cards as alternatives to clickers. (EU) agreed that, in contrast to clickers which can be time-consuming to set up, index cards are an appealing alternative. The speaker inspired (EU) to use name cards this semester, an strategy she has considered before but had not had a chance to implement.

(BH) identified comments suggesting that we rethink the structure of how we approach Flex Day. We often invite outside speakers which involves some risk – some speakers are more effective than others.   Given the increase in faculty workload related to assessment and reporting, dedicating a portion of Flex Day to engage in administrative work could be appropriate. Currently, faculty earn flex credit for curriculum development and program review.

(KDD) pointed to faculty interest in learning about campus resources and student support services. Flex Day programs provided by ECC faculty and staff have garnered positive reviews. (FB) suggested a presentation, coupled with a handout summarizing resources, could be very useful. Especially since new full- and part-time faculty arrive on campus every semester and offices and services are reorganized. (BH) suggested that the handout present sample situations or scenarios, matched to the appropriate office or resource.

(FB) suggested new faculty be provided an orientation that includes a campus tour and a faculty handbook. (RD) underscored how useful it is to hear from someone who is familiar with the campus. In his experience, he's always had a colleague who was available as a mentor and (RD) currently mentors a number of adjunct faculty. (MS) noted that Jean Shankweiler, Dean of Natural Sciences, asks full-time faculty to look out for new faculty in an informal mentoring effort. (FB) suggested mentoring adjunct faculty can help combat isolation and provide networks for part-time faculty so they can obtain letters of recommendation for applications. (LMT) asked for

clarification about the process for approving flex credit for an activity such as mentoring and learned that, in the past, the Professional Development Office has consulted with the Faculty Development Committee to establish flex credit guidelines. (EU) suggested that faculty be invited to serve as mentors for fall and that both mentor and mentee be able to earn flex credit. Given the unpredictability of adjunct teaching schedules, it was suggested mentor relationships be established for one semester, with mentor and mentee earning 3-4 hours of flex credit. (SO) noted that some colleges require adjuncts to earn flex credit. At ECC, it's not a requirement, however the Professional Development Office tracks adjunct faculty activities, which can be useful for self-evaluations and job applications. (RD) explained that Professional Development Reporter provides accountability for a mentoring program because it requires a description justifying the flex credit and must be approved by the dean. (LMT) asked that the topic of mentoring be discussed again at a future meeting.

(KDD) reported that invitations would be issued soon for faculty to attend the On Course conference with all registration fees paid for by the Basic Skills Initiative. Attendees will participate in a follow-up workshop to exchange ideas. The Basic Skills Initiative is also exploring ideas for a professional development event in the spring or early summer focused on Reading Apprenticeship, On Course/FIPP or Culturally Responsive Training. The Faculty Book Club will be on hiatus for the spring semester but will return in the fall.

The meeting was adjourned at 1:50 p.m.

KDD/2.10.15

Faculty Development Committee Meeting
Minutes for Tuesday, February 24, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (absent)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

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

Spring 2015 Meetings: February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

AGENDA

1. **Reports on Recent Events:**
Reading (RA) Apprenticeship: (FB) attended a one-day, three-hour event entitled "Multiple Disciplines, A Common Approach" on February 20th at Orange Coast College. Her purpose was to learn more about the program so the FDC could consider how RA could be incorporated into learning opportunities at ECC. (FB) reported that the workshop was presented by three instructors from Santa Ana College, including faculty from Math and Anthropology. The presenters were excellent and the event was well-planned. However, (FB) felt the event didn't quite achieve its stated objective to equip faculty from all disciplines to help students become more effective readers. She felt the program may have been more appropriate for reading instructors or that the extended programs (6- and 9-week online courses which cost approximately $750) may be more useful.

An excellent video (https://www.youtube.com/watch?v=zOZ9IrriYUE) was shown in which students described the confusion and frustration that results when faculty assign reading without providing further guidance on how students should approach the reading or the intended learning objectives. (FB) thought RA would be especially useful at the high school level because the pace for instruction is more moderate or with new faculty who may not have advanced degrees in education. She suggested a college hour or Flex Day workshop could be offered introducing the program and interested faculty could follow up on their own.

(LMT) reported that her experience with a one-hour, introductory program was quite effective in helping faculty appreciate the intimidation students feel when grappling with college-level reading.

(EU) expressed interest in the publication that (FB) discussed entitled, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. (KDD) will

request that copies be purchased by the library and made available in the Teaching and Learning Center. (EU) reported that inexpensive copies can be found on Amazon.

(KDD) asked whether a half-day program could be a more effective way than a one-hour program for introducing ECC faculty to RA. (FB) emphasized the importance of letting faculty know it is most appropriate for faculty interested in mastering the RA framework and that it won't present tips that can be implemented immediately. Occasionally, she has a student who requires one-on-one assistance because they are having difficulty with the course texts or need help applying annotating strategies. She feels RA could prepare faculty to offer this type of assistance. She also felt it could be useful for faculty in the Reading Success Center. She expressed appreciation for the Center and the assistance it provides.

(KDD) asked the team to consider options between the two ends of the spectrum: a one-day event and a six-week commitment.

(BH) reported that she completed the six-week RA program and felt it had a lot of value. (At the time, the cost was more modest, just $150.) She felt there was a strong emphasis on how the methods could be useful for all disciplines not just those related to English, ESL and Reading. She felt it was strongly geared toward reading in the disciplines outside of English. Someone trained in reading may not benefit. Many English faculty hold advanced degrees in composition or literature and would certainly benefit. She suggested a series of ½-day, Friday events once/month to allow time for faculty to implement what they are learning. She agreed that the program would benefit tutors in the Reading Success Center.

(LMT) felt the program was very useful. Reading is a lifelong skill that many people – not just students -- are still developing. (MS) reported that she'd be more interested in a RA event that was tailored to her discipline, Natural Sciences. (FB) underscored the importance of helping students understand that different disciplines will have different demands. (KDD) recalled that a number of ECC faculty have completed RA and it may be useful to convene that group to ask for input and suggestions for how RA might be utilized at ECC. (BH) remarked that few incoming students are reading at college level and that many classes do not have specific reading pre-requisites, both of which suggest a need for a program such as RA.

(MS) raised a related issue: the fact that so many students fail to purchase the textbooks. This led her to develop an e-reader she provides free of charge to her students. Developing the e-reader was very time-consuming so it's not possible to create one for each class. (KDD) acknowledged that this is a common issue and one that should be addressed. She suggested that the topic related to the proposed theme for Fall Flex Day, which is to equip faculty with resources and information to effectively refer students to resources such as those that provide funding for textbooks.

ECC Planning Summit: (KDD) and (LMT) attended the event held on February 20th which focused on the college's implementation of the Student Success and Support Program (SSSP). (KDD) reported that one topic that was especially relevant for the FDC was key role faculty can play in helping inform students of key changes resulting from the passage of the Student Success Act and the SSSP. (KDD) shared with the team an overview of the SSSP, provided by William Garcia, Dean of Enrollment Services. The overview includes history and background for the SSSP as well as objectives established by the college for implementation. (KDD) reminded the team that the December/January issue of "Spotlight on Great Ideas" encouraged faculty to include on their syllabi a reference to campus support programs. Similarly, faculty could include on their syllabi information (and reference to an appropriate link) about new policies for priority registration and consequences for students whose GPAs are below 2.0.

(RC) shared that Elise Geraghty, Associate Dean for Humanities, provides all Humanities faculty with a template which includes current SLO statements, proposed wording for student conduct, a statement regarding academic integrity, etc. There is an effort to enhance consistency among syllabi in the division. Faculty are encouraged but not mandated to use the template. Faculty evaluators are required to review carefully faculty syllabi and materials to be certain they include key information. This effort supports the college's goal to maintain accreditation. The templates streamline the process of updating syllabi. The team noted that it would be important for such initiatives to be faculty-driven but that deans could encourage faculty to incorporate this information into their syllabi.

(BH) noted that the statement should be brief yet concrete. (RC) suggested a statement such as "Don't lose your financial aid. Click here to learn more" would be effective in attracting students' attention. (EU) suggested something like the campaign, "Wrong address? No money" would be simple yet effective. (FB) remarked that students are uninformed that courses in which they earn a "D" do not transfer. (KDD) reflected that the "Smoke free and proud to be" campaign was very eye-catching and that it had been mirrored on the Compton campaign where the campus has been smoke-free for approximately 18 months.

 2. **Status Updates:**
Culturally Responsive Teaching: (LMT) met with President Fallo to discuss the program and he was very supportive of the idea of implementing such a program at ECC. As she reviewed past evaluations from classified staff, (LMT) noted they included expressions of interest in training on cultural responsiveness. (FB) asked for clarification about the program. (LMT) explained that it's not culture-specific. Rather, the program incorporates research, theory and practice into raising self-awareness regarding culture and developing strategies for developing inclusive learning environments. The objective is to enhance student success and retention.

Academic Rank. (KDD) reported that the Academic Senate executive board met with the VPs for Human Resources, Academic Affairs and Student Services, as well as Quajuana Chapman and Portia Rushin Sorunke to discuss the implementation process for the changes to academic rank. Quajuana and Portia have worked diligently to update the catalog for fall 2015, applying the new academic rank. (KDD) congratulated the FDC team for being so thorough and forward-thinking in their work to develop the new system. She asked that the team express their thanks to Quajuana and Portia for their hard work supporting the initiatives of the FDC.

Upcoming Events: (KDD) reported a number of events are in the planning stages. For the On Course National Conference, the Basic Skills Initiative is sponsoring 15 spots and 18 faculty have applied. The deadline to apply is March 2nd. For the Great Teachers Seminar, one full-time and one part-time faculty member have been selected to attend. The full-timer, Kevin Degnan, has confirmed that he will attend and be available to participate in a Flex Day workshop sharing what he's learned. The part-time faculty member has not yet responded. Since there was one space available for a full-time faculty member, (KDD) will attend this summer. This coming Friday, February 27th is the Getting the Job Workshop, Part 2: The Interview and Teaching Demonstration. Approximately 50 faculty have registered and 24 will be invited to the post session which will include mock interviews. This event clearly meets a need on our campus.

Remaining agenda items will be addressed at the next meeting. The meeting was adjourned at 1:50 p.m.

KDD 2.24.15

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 5, 2015

_____
MEMBERS PRESENT

☒ David Brown - ECCE   ☒ Dawn Reid – Student & Community Adv.
☒ Alice Grigsby -Management/Supervisors   ☒ Cheryl Shenefield–Administrative Services
☐ Ken Key - ECCFT   ☐ Dean Starkey – Campus Police
☒ Rory K. Natividad – Chair (non-voting)   ☒ Jessica Siripat – ASO, Student Rep.
☐ Dipte Patel – Academic Affairs   ☒ Lance Widman - Academic Senate

Other Attendees: Members: I. Graff, Emily Rader, Jackie Sims, G. Turner **Support:** Francisco Arce, B. Atane, Linda Beam **Guest:** Bob Klier

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The meeting was called to order at 1:05 p.m.

Approval of January 15, 2014 Minutes
1. Correction under **Budget Update**, 3h., **correct** zero to lower case o. The minutes were approved and will be posted on the portal and website.

Enrollment Update – F. Arce (handout)
1. The enrollment report was reviewed. It was noted we are about 5% down from our target. We haven't made up what we borrowed from summer. The numbers did improve after the additional add period. Positive attendance will be figured in later which will probably make up the 5% we are down by. In comparing spring to spring, we are down less than 1%.
2. Academic Affairs has been running the enrollment reports. A specialized informational spread sheet has been assembled where all the open enrollment classes can be viewed and filtered. This information will help us view everything as a whole. It has been expand to every section we have. Positive attendance is not figured in until the end of the semester so the numbers could very well equal out.
3. It was noted we will probably end this year with a 500 FTES deficit for funded cap. It was clarified the term targeted is means the numbers we would like to see.
4. The structure of summer session was discussed as to how it affects our funded cap. Between the first six-weeks and the eight-week sessions, we should receive we should produce efficient FTES for this year.
5. The college needs to start developing non-credit programs – particularly the enhanced programs, to supplement our credit program. The Chancellor's office curriculum handbook language for Title V will be sent out to the committee. It describes non-credit and enhanced non-credit apportionment courses. Enhanced non-credit will be apportioned at approximately $2,900 per FTES. With all the adult education programs we may inherit, it may be advantageous for us to have non-credit and enhanced non-credit instruction. Enhanced non-credit was defined as ESL and certain vocational preparatory programming and short-term training to get people qualified for work.

6. It was suggested we take a look at the summer scheduling. A number of students enroll in both the first and second-six week sessions. If there was an overlap in offering the summer sessions it will lack flexibility for the students to enroll in both sessions. Live data on demographics is needed on the students.
7. Regarding student enrollment, it was noted we don't know what student groups are declining. Our data analysis is more passive. We need to be a little more reactive. The goal is to make up our deficit and have some in the bank.
8. It was asked if we could overlap and have two eight-week sessions. Students usually like taking two classes during the summer to get them out of the way. It was noted there was not enough time during summer to have two separate eight-week sessions. Other difficulties with this scenario are the problems of facility availability and prerequisite issues.
9. It was also noted we do not offer enough on-line instruction. If full-time faculty could teach more of these classes, it would grow the programs. Faculty would need to be well trained with on-line teaching along with ETUDES.
10. It was noted there is talk at the Chancellor's office the non-credit programs may be eligible for SSSP money.

El Camino College Reserve – Group
1. It was stated President Fallo will be making a recommendation to the board to raise the reserve by 10%. The concern noted was it had not been addressed or discussed at PBC. J. Higdon will be bringing this information to the committee.
2.   It was noted significant consequences could come from this recommendation with the rainy day fund and with negotiations. J. Higdon will be asked for a tentative timeline so everyone and R. Natividad will get back to the committee on this.

PBC Planning Update and Calendar – I. Graff
1. All program reviews must be in TracDac at this point. All recommendations for the upcoming fiscal year 2015-16 should also be in the system right now. Unit plans are due February 15, but technically with the holiday they will be due on February 17. The prioritization will then start at this stage.
2. It was reported the vision process is being finished for the master plan.

PBC Responsibilities – R. Natividad (handout)
1. The purposed statement has been updated as shown with the track changes in the handout. A new header called General has been added to show some of the general things PBC does as a group.
2. Under Planning two other items have been added. If anyone sees additional things needed or have any comments, please send R. Natividad your suggested edits.
3. A suggestion was made for under General to delete the membership. Membership is something which is taken care of outside the committee and should not be discussed.
4. Under Planning, the new changes made were clarified. It was noted the statement saying continue the five-year cycle of master planning was the same as the new statement of participate and review the five-year cycle of master planning. It was thought participate was a better word as opposed to continue. The second new added statement was changed to read – Participate in the development and review of the five-year cycle of strategic and master planning.

<u>Adjournment</u> – R. Natividad
1. The meeting adjourned at 1:48 p.m. The next meeting will be **February 19, 2015, at 1:00 p.m.,** in Library 202

SLO Coordinators: Russell Serr and Karen Whitney

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Bob Klier
Academic Affairs CEC – Chelvi Subramaniam
Compton Coordinator – Kendahl Radcliffe
Deans' Representative – Jean Shankweiler
Behavioral & Social Sciences – Janet Young
Business – Kurt Hull
Fine Arts – Vince Palacios
Fine Arts Associate Dean – Diane Hayden

Humanities – Kevin Degnan & Argelia Andrade Industry &
Technology – Sue Ellen Warren
Industry & Technology Associate Dean – Daniel Shrader
Mathematical Sciences – Susanne Bucher
Natural Sciences – (Thomas) Jim Noyes
Library/LRU – Claudia Striepe
Inst. Research & Planning (IRP) – Carolyn Pineda (for Joshua
Rosales)

MINUTES

I. **Call to Order**

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

II. **Approval of Minutes**

Bob K. moved to approve the minutes for the 12/08/2014 ALC meeting; motion was seconded by Diane H. Motion was carried.

III. **Reports**

A. El Camino College (Torrance campus) Report Update – *Bob Klier*
   1. Fall 2014 Assessment reports due today.
   2. SLOs: 521 SLO assessments are due. As of Wednesday of last week, we are at 53% complete, campus-wide, and many more assessments were submitted since then.
   3. PLOs: There were 41 assessments due. As of last Wednesday, only 9 were submitted.
   4. Bob K. noted that 521 is a significant increase and amount of work in assessments compared to about 60 or assessments done about 2 years ago.
   5. Bob K. will run another set of reports next week and advise the divisions of outstanding assessments.

B. Compton College Report Update – *Kendahl Radcliffe*
   1. SLOs:
      a. Division 1 has a 90% completion rate for assessments.
      b. Division 2 has over 80% completion rate for assessments.
      c. Division 3 has 93% completion rate for assessments.
   2. PLOs: They have a 73% completion rate for PLO assessments.
   3. Kendahl R. shared that the greatest challenge for them was getting faculty to enter the data in TracDat and complete their submissions; the faculty tended to input their assessment method descriptions but wait until the last minute to input the results.

C.   Deadlines: Karen W. reminded the ALC that February 17th is the deadline to report on cancelled classes; needs to include proposed timeline change. This needs to be e-mailed to the ALC coordinators or Isabelle P. so that she can revise the timelines in TracDat and so that these changes are reflected in the assessment status reports.

IV.   **ILO Rubrics/ILO Faculty Instructions for Rubrics** – *Karen Whitney*
      (Handout: Synoptic Communication Rubric – Assessment of ILO #2 - Spring 2015)

A.   Karen W. started discussion on the changes that have been made to the plan for the assessment of ILO#2 and referred to the most recently revised Communication Rubric, which was put together by Fariba Sadeghi-Tabrizi from Fine Arts. Need to finalize the rubric to make sure it is exactly how the ALC wants the document to read. Karen W. stated that this is the time to discuss any comments and clarifications anyone may have so that they can amend the rubric.

B.   Karen W. asked for feedback on the rubric (rating, the bullet points under each of the Communication Trait—Organization, Delivery, and Substantive Content).
      1.   Ratings scale:
            a.   Diane H. asked if there is a reason why there are 5 ratings; Karen W. said that it would be more widely applicable to have a 5-point scale and that it is the easiest to align with grading.
            b.   Daniel S. asked what number is "good enough". Karen W. stated that "3" is the "acceptable" rating. Daniel S. stated that it might be confusing to people because "2" is currently labeled "Fair" and most people think that "Fair" means "acceptable". Kevin D. commented that if this document will be seen campus-wide, most people may equate the numbers as letter grades (5=A, 4=B, 3=C, 2=D, and 1=F) and misinterpret "Fair" as a "C", which is a "3" on this scale; Daniel S. commented that "Fair" is better than a "D" rating ("D" usually means "poor").
            c.   Per Bob K.'s recommendation, ALC agreed to changing the rating titles to:
                  1 = Poor (no change)
                  2 = Below Average (instead of "Fair")
                  3 = Satisfactory (instead of "Good")
                  4 = Above Average (instead of "Very Good")
                  5 = Excellent (no change)
      2.   Under DELIVERY:
            a.   Jim N. suggested changing one of the bullet points, "Fosters reflection in audience" to read "Shows awareness of audience".
      3.   Under SUBSTANTIVE CONTENT:
            a.   Diane H. asked if "vocabulary and fingerspelling" should be under DELIVERY since this seems more like a means of conveying the message rather than the content of the message; Bob K. stated that these are items for Sign Language; Karen W. will double-check and confirm
      4.   Under ratings description:
            a.   Some ALC members asked if "majorly" is a word; Kevin D. confirmed that it is a word (checked on Merriam-Webster dictionary online).

C.   Karen W. also suggested that when we share this rubric to the faculty-at-large, we should convey the standard but not the goal.

D.   Karen W. is working with Joshua R. in IRP on what is the best way that this rubric can be executed and what the "bubble sheet" might look like. Since Joshua R. is out of the office, Carolyn P. discussed the options with Mike Wilson of IRP since he is the expert on the survey software that IRP uses and they came up with the following options:

1. Option 1: Scannable Paper Form
   a. IRP can upload the Student IDs into the software, but because of the software's limitations, the faculty will not get one sheet with the roster—they will get a sheet for each student (each student will be assessed separately).
2. Option 2: Online
   a. IRP can upload the Student IDs for course rosters and there will be a drop-down menu/selection for each student, click "Submit", and then select the next student.
   b. Jean S. commented that this could be cumbersome and take a long time.
   c. Diane H. asked if it's possible to just enter the number rating for each student, like entering grades (i.e. structure it more like a grade sheet).
3. Option 3: Excel File
   a. IRP will send the Excel file with the roster and faculty will enter their ranking for each student on the Excel file, save the file and send back to IRP. All students will be on the same worksheet.
   b. Jean S. thinks this would be the easiest for the faculty.
   c. Carolyn P. stated that this method has worked for IRP in the past and this method won't be a problem for them since it is already in Excel; just need to figure out how ALC wants the report set up. IRP can make the Excel file "read-only", so that faculty will have to make a copy of the file and enter their rankings in Excel.
   d. Bob K. suggested that IRP include a sample of what the survey will look like when sending to the faculty; Carolyn P. stated this would be no problem.

E. Some ALC members preferred the Online option, whereas other members preferred the Excel file. However, if 2c above is a possibility, then ALC members preferred the Online option; since some faculty might not be comfortable working with an Excel file. Carolyn will check with Mike W. if this is possible and if they can incorporate all the rosters. IRP will report back at the next ALC meeting.

F. IRP will include an e-mail with survey (or link to survey, if online) asking for their participation in the survey. These will be sent to faculty who are already scheduled to assess SLOs that align with ILO #2 (Communication).

G. Timeline and distribution of surveys
   1. Karen W. asked the ALC what timeline/due date we should give faculty to submit the survey.
   2. Daniel S. stated it may be hard to get faculty to submit after the semester is over and if it is possible to submit them before the semester is over; Jean S. stated faculty cannot submit before semester is over if their survey is part of the final exam.
   3. Karen W. stated that the results will need to be reviewed during the summer. Karen suggested to have faculty submit results by May 22nd (when grades are due).
   4. Karen W. suggested distributing the surveys to faculty during the 6th week of the semester.
   5. Jim N. suggested adding an "additional comments" section in case faculty want to justify why they gave a certain number rating for a certain Communication trait.
   6. Follow-ups can be done in small groups in the Fall Semester.

V. **SLO Assessments Follow-Up Plan** – *Russell Serr*
A lot of SLO assessments have Action Plans and a lot of these action plan dates are coming up. How are faculty going to follow-up on these Action Plans?

A. SLO facilitators are meeting tomorrow to discuss a couple of models:
   1. 1st model: As somebody goes in and enters their assessment for the 2nd SLO of a course, they look at the Action Plan of the 1st SLO entered (or the SLO most previously entered) to see if the Action was implemented (e.g. was the Teaching Strategy implemented? Was it successful? Or if a multi-section course, did another faculty follow-up on the Action Plan?)

2. 2nd model: A report that is printed out which shows faculty what Action Plans are due and need to be followed-up on.

B. Jim N. stated that the issue is with informing the faculty that an Action needs to be followed-up on. The question that came up in the Natural Sciences Division SLO meeting is: Can TracDat send alerts to individual faculty when follow-ups are due? Bob K. stated that TracDat currently does not have this feature, but TracDat is releasing a new version later this semester with significant changes; however, we don't know if the new version will have this feature.

C. Kendahl R. stated that what worries her is that many of the courses in the Compton campus are taught by adjunct faculty and they rotate and she wants to know if anyone has any suggestions on how to keep track of who needs to do the follow-up? Bob K. stated that the follow-up can be done by other faculty for those Action Categories that can be researched (Curriculum Changes, Program/College Support and SLO/PLO Assessment Process). However, if the adjunct faculty who originally entered the assessment entered "Teaching Strategies" as an Action Category, this is something that cannot be researched and he doesn't see a good solution for this category.

D. Daniel S. asked who is going to be responsible for getting these Action items done. Russell S. stated the responsible party should be the faculty entering the assessment; Kevin D. stated that the faculty lead who entered assessment data may not be the same faculty lead one year from now.

E. Jean S. stated that in the Natural Sciences Division, at the beginning of each semester, they have a list of curriculum that has to be reviewed and a list of SLOs that need to be assessed; so she thinks this should just be part of the SLOs that need to be done.

F. Jim N. stated that action items should be dated within the next year.

G. Bob K. stated that the methodology for following up on Action Plans may possibly be determined by each division, i.e. what works best for each division.

VI.   Next meeting – February 23, 2015

VIII.   Adjournment
Meeting was adjourned at 3:40 p.m.

SPRING ALC Meetings	Facilitator Train-the-Trainer Sessions	"Working" Workshop: Entering SLO Assessments into TracDat	Upcoming Deadlines
Mondays, 2:30 to 4:00 pm Admin 131	Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19	Library Basement West	Fall 2014 Assessments - February 9, 2015
February 9, 2015 February 23, 2015 March 9, 2015 April 13, 2015 April 27, 2015 May 11, 2015	February 10, 2015 March 10, 2015 April 14, 2015 May 5, 2015	Wednesday, January 28, 2015, 3-4pm Wednesday, February 4, 2015, 3-4pm Thursday, February 5, 1-2pm **"Working" Workshop: Learning the [TracDat] Software Basics** Library Basement West Wednesday, February 25, 2015, 3-4pm	

DRAFT

Synoptic Communication Rubric
Assessment of/LO #2 – Spring 2015
Standard and goal: 75% of students assessed will achieve 70% or better (3 or higher in each area)

Communication Trait	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Organization • Thesis/purpose • Flow of ideas • Intro/body/conclusion • Artistic composition • Grammatical structure/linguistics	Not executed; does not have clear structure or organization	Somewhat executed; some portions have clear structure and organization	Mostly executed; most portions have clear structure and organization	Majorly executed; majority of portions have clear structure and organization	Fully executed; all portions have clear structure and organization
Delivery • Verbal, Syntax • Non-verbal • Fosters reflection in audience • Technical skill • Phonology, correct pronunciation, non-manual signs	Not executed; does not use appropriate syntax, technique, non-verbal cues, etc…	Somewhat executed; some use of appropriate syntax, technique, non-verbal cues, etc…	Mostly executed; mostly used appropriate syntax, technique, non-verbal cues, etc…	Majorly executed; majority use of appropriate syntax, technique, non-verbal cues, etc…	Fully executed; full use of appropriate syntax, technique, non-verbal cues, etc… throughout
Substantive Content • Adequate and appropriate data • Research/support/evidence • Accuracy of content • Artistic creativity/originality • Lexicon, vocabulary, fingerspelling	Not executed; does not demonstrate sufficient research, sound data, or original thought	Somewhat executed; Some demonstration of sufficient research, sound data, or original thought	Mostly executed; mostly demonstrated sufficient research, sound data, or original thought	Majorly executed; majority demonstration of sufficient research, sound data, or original thought	Fully executed; full demonstration of sufficient research, sound data, or original thought throughout

Highlights (or lowlights) from the PlanNet report related to Academic Senate

Pete Marcoux

Pg 6

"Some security items were redacted and discussed with management separate from this published report."

Pg 8

4.1.2 Academic Technology Committee The Academic Technology Committee is sponsored by the Faculty Senate and is co-chaired by the vice president of the Senate and another faculty representative. The committee, whose members are made up of volunteers from each of the academic divisions, meets two to three times per semester and has dotted line accountability to the College Technology Committee. Practically speaking, the Academic Technology Committee is a forum for sharing ideas and issues among the faculty and then using the dotted-line accountability to the College Technology Committee to champion academic interests in the development of any recommendations that are made by the College committee. The Unit Plan process is still the principal mechanism for academic departments to onboard their technology requests and vie for funding. The work of the committee is largely consensus building and sometimes brokering priorities for certain departments who are not otherwise effective in articulating their technology needs.

Pg 10.

ITS Leadership

From interviews with ITS staff and constituent groups, as well as survey response comments, it is evident that ITS is recognized as having performance issues and that those issues are largely attributable to resource constraints, both from a staffing and a budgeting perspective. So the genesis and accountability of those performance issues can be apologetically explained, but nonetheless must be handled as management problems. From a leadership perspective, one must attempt to prosper as best as one can with the tools and resources provided. In resource-constrained environments, weaknesses in management disciplines become especially significant and failures to work smarter rather than harder are quickly compounded. Consequently, the outcome of running ragged for so long has exposed that ITS suffers from the following maladies:

A. Poor project management and prioritization

B. Poor communication with constituent groups

C. Inability to co-manage accountability with departments for the roll out of certain upgrades, such as document imaging and Colleague enhancements

D. Lack of focus on continuous improvement

Poor performance in these areas is indicated by the following outcomes:

A. Academic interests not sufficiently gauged

B. Delays in rolling out new computer labs

C. Reported delays in rolling out some updated laptops to faculty

D. Lack of emphasis on Learning Management System and Student Information System integration, including gradebook

E. Lack of professional training that extends beyond basic office suite of software

F. Administrative support suffering

G. Extensive Student Information System issues, such as constituency errors

H. Email and portal issues

I. Reliance on paper-based forms

. Lack of enterprise-wide document imaging and electronic workflow

Pg 11- Customer Satisfaction

Pg 12 summary of comments/themes

Students

• Wireless coverage

• MyECC portal issues

• Need mobile portal

Faculty

• Tech staffing levels / Tech support issues

• Need better support hours/coverage

• Need better communication/training

• Modernize/improve classroom/campus technology

• Email problems

Staff

• Tech staffing levels

• Tech support issues

• Modernize campus technology

Pg 13 recommendations

To the extent that ECC wants to view itself as on a trajectory for being technologically sound and able to keep pace with the demands of technology in higher education, key actions must take place to change

course, including overhauling the planning process, restructuring IT at the college, making investments to IT staffing resources and outsourcing for certain specialized services and functions to cover the gaps.

Pg 14- reclassify ITS leader to CIO

Pg 16 move Distance ed and media services under CIO

Pgs 23-24 Move campus email to hosted by Google or Microsoft

Pgs 25-26 Etudes and MyTeam sites did poorly

Pg 32 Wireless issues

Pgs 42-44 ROM budget