



# Academic Senate of El Camino College 2018-19

October 2, 2018

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

Office location: Schauerman Library, Room 273

## Agenda & Table of Contents: Tuesday September 18, 2018 in Distance Education Room 166

Agenda Item	Page Numbers
<b>A. Call to Order</b>	
<b>B. Approval of Minutes</b>	6-15
<b>C. Officer Reports</b> a. President – Kristie Daniel-DiGregorio b. VP Compton College – Amber Gillis c. Chair, Curriculum – Janet Young d. VP Educational Policies – Darcie McClelland e. VP Faculty Development – Stacey Allen f. VP Finance – Josh Troesh g. VP Academic Technology – Pete Marcoux h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	16 17-18
<b>D. Special Committee Reports</b> a. ECC VP of Academic Affairs – Jean Shankweiler b. ECC VP of Student Services – Ross Miyashiro c. Distance Education Advisory Committee – Renee Galbavy	
<b>E. Unfinished Business:</b> a. AP 4236 Advanced Placement & International Baccalaureate Credit: 2 <sup>nd</sup> Reading – D. McClelland	19-21
<b>F. New Business:</b> a. AP 4055 Academic Accommodations for Students with a Disability: 1 <sup>st</sup> Reading – D. McClelland b. AP 5500 Standards of Student Conduct: 1 <sup>st</sup> Reading – D. McClelland c. Resolution of Commendation for Irene Graff, Dir. of Institutional Research & Planning 2005-18	22-30 31-37
<b>G. Information Items – Discussion</b> a. Institutional Research & Planning: Climate Survey Results – Irene Graff & Gina Park	38-40
<b>H. Future Agenda Items:</b> a. Ed Policies: AP 7160 Professional Development b. Institutional Research and Planning: Measuring College Outcomes, Past and Future; 2020 Strategic Planning; Governance Review Process. c. Human Resources: Reviewsnap	
<b>I. Public Comment</b>	
<b>J. Adjourn</b>	

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

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

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, [kdaniel@elcamino.edu](mailto:kdaniel@elcamino.edu), (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



# Academic Senate of El Camino College 2018-19

October 2, 2018

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

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

### Adjunct (One-year terms)

**Josh Casper (BSS)<sup>R</sup>** 18/19  
**Karl Striepe (BSS)** 18/19

### Fine Arts

**Ali Ahmadpour** 18/19  
**D. Crossman/Joseph Evans** 18/19  
**Joe Hardesty** 20/21  
**Russell McMillin** 18/19

### Mathematical Sciences

**Dominic Fanelli** 19/20  
**Lars Kjeseth** 19/20  
**Le Gui** 20/21  
**Catherine Schult-Roman<sup>\*R</sup>** 18/19  
**Oscar Villareal** 19/20

### Behavioral & Social Sciences

**Stacey Allen** 19/20  
**John Baranski<sup>R</sup>** 19/20  
**Kristie Daniel-DiGregorio** 20/21  
**Renee Galbavy** 20/21  
**Michael Wynne<sup>\*</sup>** 20/21

### Health Sciences & Athletics/Nursing

**Andy Al Villar<sup>\*R</sup>** 19/20  
**Traci Granger** 19/20  
**Yuko Kawasaki** 18/19  
**Colleen McFaul** 20/21  
**Russell Serr** 20/21

### Natural Sciences

**Sara Di Fiori<sup>\*R</sup>** 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<sup>\*R</sup>** 18/19  
**Josh Troesh** 18/19

### Humanities

**Sean Donnell** 18/19  
**Ashley Gallagher** 18/19  
**Pete Marcoux<sup>\*</sup>** 18/19  
**Anna Mavromati** 18/19  
**Christina Nagao<sup>R</sup>** 18/19

### Academic Affairs & Student Services

**Jean Shankweiler**  
**Ross Miyashiro**  
**Linda Clowers**

### Compton College

**Amber Gillis** 18/19  
**Jesse Mills<sup>R</sup>** 18/19

### Associated Students Organization

**Wiley Wilson**

### Counseling

**Seranda Bray** 20/21  
**Anna Brochet<sup>\*R</sup>** 18/19  
**Rocio Diaz** 19/20

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 18/19  
**Ross Durand<sup>\*</sup>** 18/19  
**Dylan Meek<sup>R</sup>** 18/19  
**Renee Newell** 18/19  
**Jack Selph** 18/19

### President/ Superintendent

**Dena Maloney**

### Division Personnel

**Crystle Martin**

### Ex-officio positions

**Chris Jeffries** ECCFT

**Carolee Vakil-Jessop** ECCFT

### Library Learning Resources

**Analu Josephides** 18/19  
**Mary McMillan** 18/19  
**Claudia Striepe<sup>\*R</sup>** 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 18/19 = 2018/2019.

<sup>\*</sup>Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

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

**FALL 2018:** September 4 & 18, October 2 & 16, November 6 & 20, December 4 & 11 (tentative).

**SPRING 2019:** February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

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

President: Amber Gillis. 1<sup>st</sup> and 3<sup>rd</sup> Thursdays, plus May 30<sup>th</sup>, 1-2:30 p.m., Compton College Board Room.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: P. Marcoux & V. Rapp. 9/27 in MBA 110. 10/25 & 11/29 in Stadium Room. Time: 12:30-2.

**Assessment of Learning.** Chairs: Russell Serr & Kevin Degnan. Fall meetings: 9/10, 10/8, 11/19, 2:30-4, Communications 109.

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

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

**Distance Education Advisory Committee.** Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4<sup>th</sup> Thurs, 1-2, DE 166.

**Educational Policies.** Chair: Darcie McClelland. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

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

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

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

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

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

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

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

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

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

**Guided Pathways.** Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1<sup>st</sup> & 3<sup>rd</sup> Wed, 2-3 DE 166.

**Integrated Plan Implementation.** Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

**Planning & Budgeting (PBC).** Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, LIB 202.

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

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

## El Camino College Academic Senate 2018-2019 Goals

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*The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).*

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

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
7. Maintain communication and effective collaboration with ECC Federation of Teachers.

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

Measures:

1. Arrange a Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
4. Continue initiatives to recognize faculty who achieve tenure.

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

Measures:

1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

*Approved by ECC Academic Senate 9.18.18*

## ECC (El Camino College) Acronyms

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

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

**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

**Compton College**

- Amber Gillis
- Jesse Mills

**Counseling**

- Seranda Bray
- Anna Brochet
- Rocio Diaz

**Fine Arts**

- Ali Ahmadpour
- Joseph Evans
- Joe Hardesty
- Russell McMillin
- Chris Wells

**Health Sciences & Athletics**

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

**Humanities**

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- 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
- Le Gui
- 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.**

- Wiley Wilson

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Institutional Research**

- Carolyn Pineda

**Dean's Reps/Guests/Other Officers:**

- David Gonzales
- Jonathan Bryant
- 

**Excused:** C. Schult-Roman

## ACADEMIC SENATE MINUTES

September 18, 2018

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

### **A. CALL TO ORDER**

Senate President Kristie Daniel-DiGregorio called the second Academic Senate meeting of the fall 2018 semester to order on September 18, 2018 at 12:30 p.m.

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

See pgs. 5-12 of the packet for minutes from the September 4<sup>th</sup> meeting. P. Marcoux moved, C. Striepe seconded, and there was unanimous approval of minutes.

Dean David Gonzales is our division personnel for today's meeting.

### **C. OFFICER REPORTS**

#### **a. President – Kristie Daniel-DiGregorio (pgs. 13-18)**

A copy of the most recent College Council minutes are in the packet. As you know, I am your representative and if you have questions or want more information, please let me know. Welcome to Anna Mavromati, she is representing Humanities and she is a new senator and new full-time faculty member. We are so thrilled you are here. Thank you and a big shout out to Rose Ann Cerofeci for her years of service. Anna is taking her place.

Thank you everyone for participating in our “Ask Me/Puedo Ayudar” Campaign. Special thanks to Brian Hayden and Julieta Aramburo from Outreach and School Relations. They are such great collaborators with the senate on this particular project. Thanks to our Admissions Team; I don't know who Miriam is, but they have their own “Ask Me” button over in Admissions and it says, “Ask Miriam.” Lillian keeps it covered so students don't see it, but that is an ongoing joke.

Just as a reminder, the MyECC Team Sites are going away after the Winter Session. We are transitioning away from Team Sites since Canvas is now available for all classes, so please plan accordingly. We will get more information as time goes on. Out with the old and in with the new. The new is Guided Pathways. They have 2 new co-coordinators, Janice Pon-Ishikawa and Jenny Simon. They are recruiting leads for program mapping in each division. If you are interested, please reach out to one or both of them to learn more. There is a workshop coming up later this month, Getting Started with Guided Pathways, from 10-12 on September 28<sup>th</sup>. You can register on Flex Reporter.

In terms of other statewide initiatives, at the end of Spring we discussed concerns from some faculty in the state about a lack of consultation on some of the state wide initiatives by the Chancellor's office. About half a dozen senates have passed votes of no confidence in the Chancellor. So far no other colleges have taken that step. Some new developments have come up. The Chancellor has expressed to the Board of Governors his goal to consult more authentically with faculty and the ASCCC. Among the 2018-2019 goals set by the ASCCC is that they be very involved in consulting the implementation of AB 8705 as well as Guided Pathways. If you are interested, you can certainly join the conversation through our statewide senate. There are a couple of very convenient opportunities for you to join that conversation. They include the Area C meeting, which is coming up in October and hosted by our Compton colleagues. It is on the 13<sup>th</sup> of October. It is a great chance to network and a way to learn about what is happening at the state level. The Fall Plenary is going to be in Irvine on November 1-3. You can apply through your division for District-Wide Conference Committee funding so you don't have to pay the full bill yourself. You can get some supplemental funding. You can apply for the pot of money if there is still some there and available. I will send the notes out if you are interested in registering for either event. Congratulations to D. McClelland, who I have appointed to the statewide resolutions committee for ASCCC, our statewide senate. Congratulations D. McClelland for taking that step! If you are interested in these issues, many of them are going to be discussed through the resolutions process. They will be discussed first in the Area C meeting, then continuing on in the Plenary.

We didn't quite get to this with our orientation at our last meeting. We may have some new senators, or even if you are not new, I thought it might not hurt to do a quick overview of the front material in your packets. These things can be a BEAST! We got to 100 pages last year; it was one of my proudest moments as your President! I try not to make them ginormous. Just like a good textbook, when you understand the organization, then it becomes less daunting. The front page is our agenda and the table of contents. Most of the packet materials from the officers are from the committees that we sit on. We represent you or chair the committee or it could be reference information and we want to keep you in the loop. Pay particular attention to the unfinished and new business; those are the areas we are going to be voting on. Especially if you see it is a 2<sup>nd</sup> reading. We review materials, policies, procedures, resolutions twice. So you have a first reading when you bring your questions, we can go and research those questions. Then at the next meeting, our 2<sup>nd</sup> reading, we will have a vote. You can see we are voting today on our Progress Report and our goals.

Page two is where you will see a list our senators and the executive board. These senators and e-board members are the voting members of the senate. You can see here on the bottom right hand corner our ex officio members who are non-voting members of the senate. We appreciate their input and involvement, but they do not vote on matters before the senate. Page 3 is where you have some materials that provide an orientation to the senate, including the purpose of the senate, our 10+1 purview, how we tie in with Board Policies and also with our strategic initiatives. The bottom half tells you about our meetings at ECC and Compton, as well as our sub-committees. We encourage you to get involved, all of these meetings are open. The chairs names are included if you have a question or are interested.

Page 4 is our ECC acronyms, always expanding and growing. You will notice Guided Pathways has been inserted. We try to resist the acronyms so people can understand what is going on. If we slip into alphabet soup, this is your guide. Page 5 is where you see our approved goals for the year. The first 5 pages of the packet will be unchanged for the most part for all of our meetings this year. Then what follows are the materials that we need for this particular meeting. Are there any questions? We are always open to suggestions for making it more use friendly. That's why we moved the agenda to the front page, so we don't have to dig through the packet to see what business the senate will be considering at that meeting. Thank you everybody!

#### **b. VP Compton College – Amber Gillis**

Unable to attend.

#### **c. Chair, Curriculum – Janet Young (pg. 19)**

KDD: Our Curriculum Committee meeting minutes are available online, they are not in your packets. J. Young: First I want to update you on our new catalog and curriculum management system. Some more new terms for you; DigArc, which is the company we are purchasing the software from. It stands for Digital Architecture. Acalog is how we will refer to the catalog, it stands for academic catalog. And Curriculog, which is the curriculum management system. Our transition from the college catalog to Acalog has been completed. The team was led by Lavonne Plum and it was worked on all through the summer. We are moving from a PDF format to a customizable, student-friendly, printable catalog. We had our final team meeting this morning. Our next step is that we are going to go through training on how to customize it and operate it. It will be ready for the 2019-20 catalog. I might have something to show in the next few meetings.

The next thing to update you about is the transition. Step one, we closed down Curricunet to prepare for the transfer. Don't worry it is all still there, no one lost any data, it is read only. During the summer we met with the deans and the CCC reps and the clerical support to develop an electronic process for course review. We are still Old School, people fill out forms. We aren't making 20 copies but I do send it to the committee. We are continuing with course review to remain in compliance with our review cycle. Any new courses, degrees, or certificates for this semester are only accepted in extenuating circumstances. Meaning if there is an outside agency dictating that these changes need to be done. Then Curriculog will begin in November, maybe sooner. The goal is to be operational in Spring.

The curriculum committee will play a role with AB 705 compliance. We will reviewing and approving support courses for English and Math as they come to us. We will revise our course outlines to remove or revise prerequisites and references to placement tests as appropriate.

Last, since the Chancellor's Office now gives us the privilege of approving credit courses, we send them up and they give us a control number for them. We have to conduct formal training and submit a certification form to the Chancellors



office so that we can continue to do this. Non-credit degree certificates must still be approved by the Chancellor's Office. They are trying to change this because there is really a bottleneck. At our next meeting we will have a formal certification training.

Now the last thing; Compton is now approving their own curriculum. Congratulations to them!

#### **d. VP Educational Policies – D. McClelland McClelland**

We had our first meeting of the semester last Tuesday. We are working on 4055, which is Accommodations for Students with Disabilities. We are hoping that it should come to you at the next senate meeting for the first reading. It is a very important policy because it provides you with an outline of what we need to be doing to accommodate those students. For faculty it is a protective thing, too. As Kristie said, I am going to be serving on the statewide resolutions committee. I will be attending the Area meeting because I am presenting at it. If you have any issues that you want brought up at the Area meeting but you can't attend let me know. We can talk about it and I can bring it up. A. Josephides: Do service animals/emotional support animals fall under this category of students with disabilities? J. Shankweiler: The policy is just academic accommodations. D. McClelland: I think a different policy addresses service animals. KDD: We will get back to you, if you are looking for a reference to a policy or procedure. A. Josephides: I will send you some information. Some of these students are coming through SRC and there has been a lot of dialogue about animals in the library. We will be discussing this at our next division council next week. KDD: Jaynie Ishikawa is another resource. Gary did mention at the Council of Deans how much he has appreciated the fact that going through this procedure really lead people to consult with him more. There has been a lot more collaboration. He is very eager to keep the lines of communication open.

#### **e. VP Faculty Development – Stacey Allen (pgs. 20-22)**

Our minutes are on pages 20-22, they are from our meeting last Tuesday. I try to keep our minutes to two pages. My first announcement is for the Outstanding Adjunct Faculty Award. I sent an email out last Friday encouraging you to nominate an outstanding adjunct faculty member from your division or someone you know across campus. The deadline is October 12<sup>th</sup>. Don't be like our students and wait until the last minute! Please get those nominations in now. Be on the lookout for more reminders to go out. If you do look at our minutes, you will notice that we were very busy. At the end of our minutes you will notice a table that shows our initiatives for the Fall. We will certainly be doing more than we have listed here. This is to give you a sense of the things we have planned for this semester.

As you know, the Faculty Book Club is meeting right now, sorry about that. Informed and Inspired, we are excited to bring that back for the Fall. This semester we will have one meeting per month, which will be the last Thursday of the month. We designed it to carry over our theme from Fall Professional Development Day. You may recall it was Culturally Responsive Teaching and Learning. We are really excited and we are inviting presenters who had successful breakout sessions. They are going to be the presenters for our Informed & Inspired this semester. Next week, on September 27<sup>th</sup>, Erica Brenes and Griselda Castro will be presenting their break-out sessions if you missed it. There were so many good ones to choose from, so if you missed it, this is your chance. An email went out this morning to encourage you to attend.

The Getting the Job Workshop and the Outstanding Adjunct Faculty Award; I am in full recruitment mode right now. I need panelists and selection committee members. Be on the lookout for an email to join us. If you would like to join us, you can email me. KDD: Thank you, Stacey. I think we counted more than 60 events that the FDC sponsors or co-sponsors throughout the year. You did have a busy meeting!

#### **f. VP Finance – Josh Troesh**

At our last meeting, the minutes weren't worth doing because we had a very short meeting. We had a 5 minute meeting. It was so short, I didn't make it there because I was clearing out students. One of the big things that has changed with regards with the PBC is that Rory has stepping down as the chair of PBC and Brian Fahstock, our VP of Administrative Services for the college, has taken over as the chair. Other than that, it was a very short meeting.

#### **g. VP Academic Technology – Pete Marcoux (pgs. 23-27)**

The College Technology Committee is going through some changes, we are trying to do things differently. Before, it was a “report out” meeting and pretty boring. They have been bringing in some demonstrations of software that we purchased or we are thinking about purchasing. They talked about something that I brought up in an email about maybe moving the college to a “Bring your own” computing device college. Instead of building and supporting these computer labs, that we encourage students and then eventually require students to bring their own computing device. I presented this as an equity issue. The students who have their own device 24/7 are at an advantage over the students who rely on El Camino’s computers because they have unlimited access to them. How is that hurting their careers and things like that? So they started the conversation and it is a big one. It will be a while if anything happens. Maintaining these computer labs and equipment on campus costs \$1.6 million/year. A lot of that was coming out of Fund 15, which is going away.

R. Miyashiro: If you plan to do that, please inform Student Services. In 1994, I worked at an institution that and we built it into the Financial Aid budget. Even for low-income students they were able to purchase a computer. P. Marcoux: We have a computer loan program for faculty and staff, where you can buy a computer, bring the receipt to Accounting and they will reimburse you. You get a no-interest, two-year loan and then they pull it out of your check. When I presented this, I suggested that we do something similar and use their financial aid. A. Ahmadpour: Colleges are getting very sophisticated, there are desk tops or laptops at each desk. P. Marcoux: I know there are colleges and universities that require students to bring their own device, even community colleges. In fact, I saw a school back east where their Auto Tech Program required their students to bring their own. A. Ahmadpour: Why can’t this be part of our budget? P. Marcoux: Then we would have to fix it, and then that is expensive.

C. Wells: The other issue is classes that are using OER and the students don’t have access to computers. Maybe we need to include that in the discussions. P. Marcoux: Chrome Books are \$200, so we are not talking big money. As long as everything is on the Internet. The issue is that there are programs that require special software. Nursing and Business are some. A. Josephides: In the discussion of bringing their own devices to campus, was there talk about setting aside a little of the budget for tech support for these students for bringing their devices to campus? P. Marcoux: This is the start of the conversation. We are writing our accreditation report right now, and one thing we talked about is that we don’t do a great job of providing tech support for students. C. Brewer-Smith: Are you sure that campuswide we wouldn’t have to do any software download? The reason why I am asking is that my son does that but he has to get the download from the school. P. Marcoux: They do that in K-12 to stop them from going to sites that you don’t want them on. We are dealing with adults so we don’t have to do that. I think Manhattan Beach required the students to bring their own, but you have to give them your own device then they put the special software on it. We will probably have open forums. A. Ahmadpour: Can’t we create some classrooms for Chromebooks? P. Marcoux: Math and Humanities have been doing it. It costs \$12,000 to have 36 Chromebooks, a printer and a cart. We spend about \$1,900 per unit per Dell. That has a lot to do with warranty and things like that.

The last thing, the ASO has been asking for generic emails. So for an example, the Philosophy Club looks like, [Philosophyclub@elcamino.edu](mailto:Philosophyclub@elcamino.edu). It looks like they are moving forward with that.

Academic Technology Committee has three meetings set up. We met over the summer and we have some things to focus on. Software purchasing is a big one. We are going to try and bring back the conference in the Spring. We are looking for representatives from not only each division, but from each department would be nice. If you are looking for the school to purchase software, you might want to have a voice in that. Contact me or Dr. Virginia Rapp if you are interested.

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

There is lots going on. Nuventive is blowing up! This is the best assessment completion rates ever. We are at 84% right now, 425/620.....but it is more than just the numbers. At this point in the semester, that is very good. As we get further into the SLO realm, other things are very encouraging. Assessments have led to a lot of teaching strategies and collaboration with faculty, and justifications for resources. It is also very encouraging for the bottom line which is student learning. Program Review, we are having a meeting every Thursday all semester. By having our orientation a little earlier, it has really helped. We have 12 out of the 16 that were in on time. We won’t have any stragglers like we have had in the past. We are rolling, so if you haven’t gotten your assessments in, do so. The ALC Committee, we are finishing up the last ILO. And we are planning for the Communication ILO this coming Spring. Four years ago, we had a universal rubric and IR picked some random courses to use that assessment assignment on. We are going to do that type of assessment again, but we are also going to use SLO and PLO data to try and assess our ILO. It is sort of the model that we started with in the beginning, but it hasn’t been utilized. We will have disaggregated data with the rubric that is being

used universally. That is coming down the pipe. You may see an email and you may see a break out session on Spring Professional Development Day. KDD: Thanks to the members of our Executive Board – you can see they are working hard to represent all of us!

## **D. SPECIAL COMMITTEE REPORTS**

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

Lots of things going on. We have been working on AB 705 implementation. I have to give a big shout out to Lars. He is working with the Assessment Center to figure out how the data coming in gets converted into a Math and English placement so that our students can get placed in the appropriate classes. I am learning way more about back-end technology that I ever wanted to. They are doing a great job!

The Integrated Plan, Ross and I have been working with the Team. No we don't have SSSP, BSI, and SEP money anymore. We have the Student Equity and Achievement Program. Basically we have a pool of money, like \$6 million that we get for student equity and achievement. It is our opportunity to look at what we've been doing in all of these areas and what we want our vision and goals to be and how we can best achieve them. We want to refine what we've been doing.

I met with Crystle Martin today, and we talked about what is happening in Distance Education. One of the things that the senate asked for last year is for Professional Development for Distance Education to move over to Distance Education. Crystle has been working on that with Dustin Black, our Interim Distance Education Coordinator for this year. The last course for OTC (Online Training Certification) is October. The new course should be ready by February. It will be an online training certification that combines Canvas and Online. It is a shorter overall process. If you are already familiar with Canvas, it is self-paced, so you can rush through that part of it. There is also a waiver process. Distance Ed is in charge, so Crystle Martin, Director of the Library and Learning Resources, has been working on it. She will write a memo on how people can get their waivers for the Online Training Certification.

The Faculty ID process for identifying what faculty we want to hire for next year is starting. Each division has a representative that is part of the committee. Kristie and I chair that committee. Then we make a list of positions that we prioritize with faculty and dean input. That list goes as a recommendation to Dr. Maloney, who makes the ultimate decision.

Last week the applications for sabbatical leave went out. It might be something that you or your colleagues are interested in. The time to do it is now. Faculty must have taught for 7 years to be eligible.

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

On September 25<sup>th</sup> we are honoring the faculty who helped with the successful launch of ECC Connect. It is the early alert program that helps your students. If they miss class, don't turn in work, don't have their text, don't turn in homework, then you can submit so we have a response team contact them within 24 hours to intervene with the student. We want to help them pass your class.

The building is not quite finished. We are not open until February 2019. We are going to start moving in December. They are going to move us in 3 stages. That is when we will start all the new programming and student services. The ECC Connect Response Center will be located there and so I have so creatively named it The Student Equity and Achievement Center. We will also have a lot more services. Then we'll start our concierge services, when students walk in to the building, we'll walk up to them.

## **E. UNFINISHED BUSINESS**

### **Senate Goals: 2017-2018 Progress and 2018-2019 goals: 2<sup>nd</sup> Reading – Executive Board (pgs. 28-31)**

KDD: I need a motion to approve our proposed goals, so we can talk about this. P. Marcoux motioned, A. Ahmadpour seconded. In your packet you have two things; our progress from last year as well as our proposed goals for this year. We talked a bit about this at the last meeting. On this slide you have the three overarching goals. They focus on faculty

representation and involvement in decision making, faculty involvement in the activities of the senate, and the senate support of our institutional effectiveness. There are a variety of initiatives that fall under that. On pages 28-30 you see our progress from last year. We were very busy last year. A copy of this went to all the deans, so they also know that you have been very hard at work as members of the Academic Senate.

A few highlights from our progress report from last year. We streamlined and developed a more user-friendly flex matrix, you'll hear more about that this year. A task force has revised the faculty evaluation forms. Those will start to go through consultation this semester. They started last week at the Council of Deans. It was a huge undertaking codifying our minimum qualifications for hiring as well as our administrative procedure which addresses both the minimum qualifications the faculty services areas and our equivalencies. We mentioned the 60+ events from our faculty development committee. Our "Ask Me" button campaign. Thank you to all of you who supported those initiatives one way or another.

Now shifting onto our goals on page 31. There are a couple of additions based on feedback that we got last time. Our first goal, which is about faculty involvement in the decision making is probably our most important goal. We have some initiatives there, and one that hasn't been mentioned yet is Academic Technology. Pete has filled us in a bit on some of the things that are happening or are going to be happening to re-shape the Academic Technology Committee. We added local and statewide senate representation. This is because we have some openings in liaisons to the state-wide senate and that can be one of our goals, to fill those roles. We are starting to do that already. Legislative Liaison, Guided Pathways, CTE and Non-Credit Liaison. Stay tuned for more information there. If you are interested, please see me.

The second goal is really about strengthening faculty involvement in the activities of the senate. We had a suggestion that we also encourage more faculty to get involved in the e-board: join a task force, a sub-committee or by finding other ways to contribute.

Our third goal is to support the Institutional Effectiveness goal that more students will obtain educational success. We are going to be updating our ECC Constitution to reflect the "conscious uncoupling" of El Camino College and Compton, to use Gwyneth Paltrow's language. We are going to be hearing more about AB 705, Guided Pathways and our enrollment management initiatives. We are continuing to find ways to support enrollment management goals. We want to share resources to support student success. We have a number of those we will start sharing with you at the next meeting.

Any comments or feedback about our goals or revisions? (There was a comment that someone was tired just looking at the goals.) A. Ahmadpour: To implement all these things, do we have a budget? KDD: Yes, we do have a budget. That is a great question. Part of the budget goes to paying our dues to be a part of the statewide senate. That is a big chunk of our budget. A. Ahmadpour: How much? J. Shankweiler: \$6,000. KDD: I don't remember off the top of my head, but another \$5,000-\$6,000 goes to send people to the curriculum institute, to send representatives to fall and spring plenary, to send faculty to the Faculty Leadership Institute. We also supplement that by requesting scholarships from the state-wide senate and we have done really well getting scholarships. Then we have a little for office supplies to get gifts for the tenure reception, the very expensive pens you get at the end of the year. A. Ahmadpour: Can't we do more than that? Not necessarily at the campus level but at the state or federal level? Maybe one of our senate goals is to achieve that? Why can't we lobby the state to reduce from the police or military budget? Why do we have to limit ourselves to what they present to us? Why can't we go beyond that? KDD: Ali, that is something that is a bigger conversation than just a bullet point on a goal. I welcome the e-board's input here. Maybe that is something we need to investigate over the course of the year. A. Ahmadpour: Maybe we can put it on our agenda sometime and talk about it. P. Marcoux: We also have to keep in mind our purpose. Is that part of our 10+1? We need to make sure that fits within the purview. D. McClelland: Maybe that is something for the statewide senate. They actually have legislative personnel who are going to lobby on behalf of these things. A. Ahmadpour: If that is the case, we need to prepare ourselves and train people who can be advocates. KDD: We also have leaders in the room from FACCC. They are certainly very active in this type of advocacy. It has been a couple of years since we have heard more in depth about FACC. Maybe we need to put that on our agenda. To hear how we can leverage things that are already happening. Thank you, Ali. Are we ready to call for the question? All in favor of approving our progress report and goals for the upcoming year? All approved.

## **F. NEW BUSINESS**

**AP 4236 Advanced Placement & IB Credit: 1<sup>st</sup> Reading – D. McClelland (pgs. 32-34)**

D. McClelland: This is a new administrative procedure that is legally required. It deals with Advanced Placement and International Baccalaureate Credit. When students come into the college with credit from Advanced Placement (AP) or from International Baccalaureate (IB) that have taken at high school before they get here, this policy deals with how they get credit for the units and how we process it. I am not going to read the whole thing. Basically it outlines the students need to have a minimum of 3 on AP or 4 or 5 on IB depending on the subject matter. That is in the catalog which one they would need. They can get the general education credit. Faculty in the discipline must approve the examinations that constitute satisfactory performance. We have the conditions A through I, that students need to go through in order to get their credit. The exam needs to be published in the catalog and approved, we need to receive their original score report, their records must be verified by the college. It can't duplicate previous coursework, they will not be charged fees. The student can't get credit for AP and IB in the same subject matter. A. Brochet: Can we verify that this is happening? The last I heard they don't have score reports sent anymore. I heard that from one of the staff members, but I don't know if that is happening. R. Miyashiro: Maybe they changed the process. It used to require an official transcript. A. Brochet: But then they stopped doing that. R. Miyashiro: Both the AP and the IB would show up on their official transcript. You could get that because the district isn't going to forge that. J. Shankweiler: How we get those official reports, does that need to be in here? KDD: I think we just make a generic comment, because that could change 16 times and then we have to go back and revise the AP. A. Ahmadpour: Is that the same as our students who want to study in another country and they want to carry some of their units? Do we have to evaluate their units? D. McClelland: This policy doesn't address that, that's 4235. This is specifically for AP and IB, which are programs in America. R. Miyashiro: We can't do up front evaluations like California State Universities or UC's. One of my first jobs was an admissions evaluator. For a campus of 6,000 students we had 18 evaluators. CSU Long Beach, they have about 60 evaluators. Right now we have 4. It would be physically impossible to do up front evaluations. This is a hard process because we don't have the staff to input international evaluations.

T. Moore: You mentioned that faculty within the discipline get to decide on the score. Is there a mechanism already in place for that? D. McClelland: I'm not sure about the exact process. I know it has to be published in the catalog. KDD: We can also touch base with Lori Suekawa, our articulation officer. She could help with this. C. Wells: Does this count for prerequisites? Can the department set the level? KDD: Yes. Thank you everybody. Second reading next meeting. We will get answers to those questions and have some revisions.

### **Campus Safety: Spring 2019 Lockdown Drill/911 – M. Trevis & S. Nilles**

We have 2 topics under Campus Safety. The first is our Spring 2019 Lockdown Drill. The senate asked that faculty be informed in plenty of time so that as they create their schedule for spring, they can make any adjustments needed for the lockdown drill. The Chief is tied up with urgent business and he wasn't able to join us today. He affirmed his trust in the senate's judgement. This past Spring our drill was March 15<sup>th</sup>, week 5. It is a 10 minute drill; one in the morning at 9:40 and another in the evening at 7:10. We talked about this in senate and the college followed our recommendation to try and avoid Club Rush, which is week 3 and first paper assignments which also tend to be week 3. Previously we looked at week 3 or week 5. We chose week 5. We are now revisiting this issue, week 3 or 5? We will do a straw poll so we can advise the Chief. J. Shankweiler: Does this have to come back every year? KDD: Unless people have very new or different information where we should reconsider, that is our objective: let's decide for Spring and then endorse it to go forward. There is no perfect time for a drill, it will always be disruptive. We want to see how we manage disruption. Any comments or feedback? J. Bryant: What if there is a show or athletic event going on? What is the procedure? J. Shankweiler: Well we know now, so we could adjust the times the events start.

A. Ahmadpour: I have a question that is not directly related to this. What is the possibility of having a social drill? One where teachers and students can come to El Camino and talk about political, social and cultural problems that we face as a nation. Maybe we need 5, 10, or 15 minutes to talk about these things. KDD: I am thinking about what Pete said earlier. How does this fit into our purview as a senate? J. Troesch: I am constantly telling my students that I owe them 2 minutes. I can't give up more time. I have a hard time giving up class time and I try to throw those issues into class discussions when appropriate. There is so much to cover. KDD: That is what the college hour is for. An event planned outside the regular classroom schedule can offer more flexibility. J. Casper: I am in the same boat as Josh. That is what Long Beach did. They built these discussions into their college hour. Someone organized that and picked their topic choice.

KDD: Raise your hands in favor of week 5. OK, week 5 gets it. Thanks for your input. When you get the notes you will see some great resources for your students this semester or next. 6-minute video: Run, Hide, Flight strategies:

<https://dps.osu.edu/active-shooter> ECC Campus Police website, instructions how to sign up for Nixle:  
<https://www.elcamino.edu/about/depts/police/>

Join me in welcoming Susan Nilles, from Student Health. She is going to talk to us about when to call 911. S. Nilles: Good afternoon everyone and thank you for having me. Long story short. Non-emergency -- medical, psychological -- call Student Health Center. Once we go into Medical Emergency, you call 911. All calls route through the ECC Police station. You will always get a PD response if you call 911. Brain, Heart, Lung we don't mess around. If someone passes out or is unconscious, call 911. We don't mess around. The ECC PD will show up, you will have medical personnel like your firefighter, paramedic and they do their song and dance. Once in a while a student refuses and that is where people aren't sure what to do. What the medical personnel do is they ask for that person to sign a form, that is not our responsibility. You can't leave this person on the bench. I do believe we need to notify a responsible adult, typically that is Mom or Dad. Sometimes PD will take over and take them to the Health Center. You can text 911 from your phone and it will call ECC police. This handout is on the AIMS website. (There was a question about notifying a responsible adult. Is this a specific exception to FERPA and HIPPA?) S. Nilles: Utilize the ECC PD. It is a gray area. Are we talking about safety for this student? Yes. Could this student die because we didn't tell someone? Yes. Then that is what I am falling back on each time! If you don't want to involve yourself with the FERPA and HIPPA situation, tell the ECC PD to make sure this person gets home safely. If a student says to call their parent, yes call. Even if you call 911 from your cell phone, it will route through the ECC PD. You can even text 911. All this information is on the Student Health Center website and the AIMS website. Thank you for your time and email me with questions ([snilles@elcamino.edu](mailto:snilles@elcamino.edu)).

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

### **Institutional Research: Measuring College Outcomes, Past & Future – C. Pineda (pgs. 35-37)**

This is tabled until next meeting, due to time constraints.

### **Federation Update – Chris Jeffries, President**

I wanted to come in and tell you about some of the activities we are having throughout the semester. One being our contract conversations. We have 3 left through the semester, and I have flyers with me. To talk about what it is you want to talk about in our next contract negotiations. We are coming up for negotiations next year, and our contract ends December 2019. We are sending out a survey this week. It will be sent to your El Camino email and it will go through your new ECCFT email. Those of you who were members were given the opportunity to have your own email. If you don't have that, email Carolee and she'll make sure you get one. We really want to hear from you and what you want to add or change in the contract. We are going to have webinars for the next four Fridays. Regarding things like faculty evaluations, unpaid leave, FSA's and seniority. You will be able to log in and watch from home. We are going to have division reps; it is awesome some of you are wearing red on Tuesdays. Now you only have to think about what to wear on 3 days of the week. If you don't have your Union t-shirt, please stop by the office and pick it up in Communications 108. If you are interested in being a division rep, there will be training on what you should be doing as a division rep. Starting on Thursday, we are having a book club with our very own Josh Casper. Would you like to tell them a little bit about the book? J. Casper: The book is called *Free Speech on Campus*, the authors are experts in law and free speech rights for students and faculty. C. Jeffries: Those are Thursdays and Tuesdays during the college hour for the rest of the semester. Opposite senate days. We are going to have negotiations training with one of our own CFT Reps, and she does an awesome job with her training. It will be on Saturday, October 13<sup>th</sup>. If you are interested in being on the negotiations team, or find out more about it, you could attend from 9-4. Member-to-Member Outreach is October 15-19. Our membership right now is up to 87% full time (the highest it has ever been). Our part time is up to 60%. We are very encouraged and the Supreme Court's Janus decision hasn't hurt us. We are finding that people know if they don't have to pay anything, they have to pay something to get something that they need. It is not free for all now. So we are really encouraged that people on this campus are joining together as I can see by the red shirts. I hope next week it will be like a culture, you know, Warrior Wednesdays. Remember, two days a week you don't have to worry about what to wear. I doesn't have to be a t-shirt; it can be a lovely red like Kristie or Traci are wearing, thank you! P. Marcoux: Chris, when do negotiations actually start? C. Jeffries: We are starting in the Spring. Instead of waiting until Fall, next Spring. P. Marcoux: Who is our chief negotiator? C. Jeffries: We haven't picked a negotiating team yet. Any questions?

## **H. FUTURE AGENDA ITEMS**

Ed Policies: AP 4055 Academic Accommodations for Students With a Disability, AP 7160 Professional Development

Institutional Research and Planning: 2020 Strategic Planning, Governance Review Process, Climate Survey Results

Human Resources: Reviewsnap

**I. PUBLIC COMMENT**

**J. ADJOURN**

The meeting adjourned at 1:53 pm

TG/ECC Fall 2018

September 11, 2018

### Educational Policies Committee Meeting Minutes

Members Present: Kristie Daniel-DiGregorio (AS); Darcie McClelland (Chair, NS); Vanessa Haynes (CEC); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Amy Grant (Deans Rep, NS)

Visitors Present: Shimonee Kadakia (NS, Astronomy)

Meeting called to order at 1:02pm.

1) Proposal from Astronomy department to change min qual from Masters in Astronomy to Masters in Astronomy or Masters in Physics.

S. Kadakia spoke to the committee on behalf of the Physics and Astronomy departments and explained that Astronomy faculty search for fall 2018 failed because there were no candidates who met ECC local min quals. A. Grant further explained that when she reached out to deans at other campuses to try and recruit adjunct faculty for the department that none of the candidates met ECC local min quals even though some of these faculty had been teaching for 10+ years at other California Community Colleges. S. Kadakia walked committee through minutes from August 2018 Physics Department meeting indicating that faculty unanimously support changing local min qual to reflect the Chancellor's Office min qual (Masters in Astronomy or Physics). EPC Committee voted unanimously in favor of approving the change and D. McClelland explained that proposed change would need to be presented to senate.

2) AP 4055, Accommodations for Students with Disabilities.

Minor grammatical and clarity changes in text made by committee; most recent version of AP with changes included in EPC packet for 9/25/18. L. Suekawa and K. Daniel-DiGregorio asked about how students access the SRC student handbook mentioned in AP and whether it was on SRC website. D. McClelland will contact G. Greco, director of SRC, to find out where students can access handbook and report back to committee on 9/25/18. Pages 1-6 of the AP were reviewed but there was not time to finish, so committee will revisit this AP at next meeting on 9/25/18.

Meeting Adjourned at 2:00 pm.



Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Briita Halonen	(BH)	Humanities
X	Amy Herrschaft	(AH)	Counseling
X	Analú Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

\*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 2018 Meetings:** September 11 & 25, October 9 & 23, November 13 & 27

**Spring 2019 Meetings:** February 26, March 12 & 26, April 23, May 14 & 28, June 11

### **Faculty Book Club (FBC)**

PP reported that the first FBC meeting was attended by 11 or 12 faculty and staff in attendance, plus the three facilitators: Polly Parks, Erica Brenes, and Cesar Jimenez. . The FBC will be reading *Teaching Men of Color in the Community College* by Wood, Harris, and White this semester. Funding for the books was provided by Professional Development & Learning (PDL). Because there are several books still available, the facilitators will send another recruitment email within a week or so. The first FBC meeting included student speakers and a thoughtful discussion of *Tide Pools: How Men of Color Experience Community College*, a video produced by Harris and Wood. The next meeting is scheduled for October 30<sup>th</sup>.

PP noted the facilitators are already looking at books for next semester. Books under consideration include *Pushout: the Criminalization of Black Girls in School* by Monique Morris and *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother* by Sonia Nazario. The Puente Program has invited Nazario to speak at ECC in the spring. AA recommended *America: the Farewell Tour* by Chris Hedges.

### **Academic Rank Certificates**

SA reported that 44 faculty achieved a higher academic rank this year. Certificates noting this achievement are sent to faculty each year on behalf of the Academic Senate. Faculty should receive their certificate by the end of this week.

### **Outstanding Adjunct Faculty Award (OFA)**

SA reported that the call for OFA nominations was sent to the listservs on September 14<sup>th</sup> and 25<sup>th</sup>. The nomination deadline is 4:00 p.m. on Friday, October 12, 2018. EU noted the importance of this award for adjunct faculty, especially those applying for full-time jobs. SK noted that being nominated, either for adjuncts or full-time faculty, is an honor. FDC members received an OFA flyer and were encouraged to share the information with colleagues in their department/division.

### **Informed & Inspired (I&I)**

SA reported that Erica Brenes and Griselda Castro will present at this week's Informed & Inspired by reprising their Fall PD Day breakout session "Proven Puente Strategies for Culturally Responsive Teaching in any Discipline." The session will take place Thursday, September 27<sup>th</sup>, 1:00-1:50 in the TLC. FDC members received an I&I flyer and were encouraged to share the information with colleagues in their department/division.

SA has been in touch with Elice Hennessee who is very interested in presenting at an I&I session this fall. EU recommended Jaynie Ishikawa as a possible I&I presenter. EU attended Jaynie's Fall PD Day breakout session, "Supporting Your Students with Issues of Discrimination & Harassment", and found it to be very informative. Two additional I&I sessions are scheduled for the fall semester: October 25<sup>th</sup> and November 29<sup>th</sup>.

### **Cornerstone**

LMT provided an update on Cornerstone implementation and thanked the committee for suggested names for the new flex reporting system. Multiple departments are involved in the implementation including HR, ITS, and PDL. Training for faculty will likely begin in early November and will include face-to-face workshops as well as self-paced online training. Faculty will receive flex credit for completing Cornerstone training. Our contract with PD Reporter will end on December 31<sup>st</sup>; however, Compton's contract will continue through spring. Compton will likely join the Cornerstone pilot in the spring with implementation by fall of 2019.

### **Faculty Needs Assessment**

LMT noted that PDL will work with IRP to administer a professional development (PD) needs assessment to faculty this year and would like input from the FDC on questions to include and ideal timing to administer the assessment. Results from previous assessments will be sent to the FDC to review. The campus has undertaken new initiatives since the last assessment such as Guided Pathways which would be helpful to include on the new assessment. SA noted that Gina Park from IRP will be at our next FDC meeting to discuss the Climate Survey. Results of the Climate Survey may be useful as we begin planning the PD needs assessment.

### **Sample Syllabus Statements**

SA reported that Senate President Kristie Daniel-DiGregorio has suggested the FDC review current sample syllabus statements and consider developing new statements. New statements under consideration include an ADA statement (requested by the Evaluations Task Force) and an academic integrity statement (requested by the Discipline Task Force). A statement concerning food scarcity is also under consideration. The FDC was provided with a copy of the current Sample Syllabus Statements to Support Student Success to review. Members were asked to email sample statements to SA by 9.28.18. SA will compile a list for members to review on 10.9.18. CS noted some faculty have expressed concerned with the amount of content expected in their syllabi.

### **Spring Professional Development (PD) Day**

SA reported that Laura Schulkind has been confirmed as a presenter for Spring PD Day, Wednesday, February 6, 2019. SA will invite folks from the SRC to a future FDC meeting to collaborate on PD Day planning. FDC members recommended Lyn Clemons, Gary Greco, and Tiffany Lau as potential collaborators.

Adjourned 1:51

SA/9.26.18

## Administrative Procedure 4236 International Baccalaureate Credit

## Advanced Placement and

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three or International Baccalaureate Higher Learning (IB HL) examination with a minimum score of four or five depending on a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP or IB examination.

Faculty in the appropriate discipline must approve AP and IB examination scores deemed to constitute satisfactory performance, in lieu of courses offered by the college for which unit credit will be granted, and Faculty in the appropriate discipline must also approve requirements that may be met by such examinations in accordance with policies and procedures approved by the College Curriculum Committee established.

For any AP or IB examination that the El Camino Community College District (ECCCD) does not offer a course similar in content, the ECCCD will award credit in the General Education area shown on the California Community College General Education AP or IB List. If there is no General Education area that fits the AP or IB Examination, the ECCCD may award elective credit.

In order to receive credit for AP or IB exams, the following conditions must be met:

- a. The AP or IB exam must be approved by the College Curriculum Committee and published in the college catalog.
- b. An official AP Score Report sent directly from the College Board or official IB transcript must be submitted to the Admissions and Records Office.
- c. Once records are verified and eligibility determined, the student's transcript shall be annotated to reflect that course credit was earned by examination. No grade will be given.
- d. AP or IB exam results may be used to determine a student's eligibility in select courses for placement purposes.
- e. Credit awarded through AP or IB exams may be used to satisfy ECC degree, area of emphasis, IGETC, or CSU-GE breadth requirements, as approved by the Curriculum Committee.
- f. An acceptable AP or IB score for IGETC or CSU GE equates to what is listed in the college catalog for certification purposes.
- g. Course credit will not be granted where it duplicates previous college coursework.
- h. AP or IB credit will not apply toward financial aid eligibility nor can it be used to satisfy the 12-unit residency requirement for graduation.
- i. No fees will be charged for the processing and posting of AP or IB credit.

~~In order to receive credit for IB exams, the following conditions must be met:~~

- ~~a. Students may receive credit for IB exams as approved by the Curriculum Committee and published in the college catalog.~~
- ~~b. In order to receive IB credit, an official IB transcript sent directly from the International Baccalaureate Organization must be submitted to the Admissions and Records Office.~~
- ~~c. Once records are verified and eligibility determined, the student's transcript shall be~~

~~annotated to reflect that course credit was earned by examination. No grade will be given.  
d. IB exam results may be used to determine a student's eligibility in select courses for placement purposes.~~

~~e. Credit awarded through IB examination may be used to satisfy ECC degree, area of emphasis, IGETC, or CSU-GE breadth requirements, as approved by the Curriculum Committee.~~

~~f. An acceptable IB score for IGETC or CSU-GE equates to what is listed in the college catalog for certification purposes.~~

~~g. Course credit will not be granted where it duplicates previous college coursework.~~

~~h. IB credit will not apply toward financial aid eligibility nor can it be used to satisfy the 12-unit residency requirement for graduation.~~

~~i. No fees will be charged for the processing and posting of IB credit.~~

Students who have both a qualifying AP test score (3 or above) and a qualifying IB certificate exam score (4 or 5 or above) in the same examination area, or who have completed a college level course for credit, will only have the first completion counted for credit.

ECCCD shall post its Advanced Placement and International Baccalaureate Credit procedures on [the El Camino College Website](#)its Internet Web site.

**References:** Education Code Section 79500, Title 5 55052

Ed Policies 5/22/18

AS 9/17/18

## AP 4236 Advanced Placement Credit

### Reference:

Education Code Section 79500

**NOTE:** *This procedure is legally required.*

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

**NOTE:** *Insert locally developed course-to-course awarding of AP credit made by the appropriate discipline faculty.*

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on its Internet Web site.

**New 10/17**

**Background:**

The El Camino Community College District intends that its graduates master the competencies required by Title 5 of the California Code of Regulations. This entails the completion of required courses to obtain a degree or certificate with appropriate documentation as specified in Title 5, Section 56006 (DSPS Regulations). El Camino Community College District's policy is to respond to a student request for reasonable accommodations in a timely manner. However, provision of these accommodations does not guarantee the outcome of the student's endeavors. The Superintendent/President or designee shall establish standards of review for academic requirements to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

Verification of educational limitations and prescriptive planning of academic accommodations with otherwise qualified students with a disability is the responsibility of the Special Resource Center (SRC). The El Camino College District shall provide students ~~with a disability~~ a process to request reasonable accommodations, which may include course substitution of degree requirements. ~~As outlined in the SRC student handbook,~~ **I**t is the student's responsibility to request accommodations. Additionally, it is the student's responsibility to provide documentation of disability along with identified educational limitations to support their request for accommodations. Accommodation requests are considered on an individual basis. Considerations include, but are not limited to, whether the student is an otherwise qualified student with a disability, documentation of educational limitations, the essential nature of the course and program, **and** accommodations and disability management strategies previously utilized by the student.

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**Academic Accommodations Committee:**

~~The Committee shall be constituted as follows:~~

~~The El Camino College 504/Americans with Disabilities Compliance Officer or representative (chair)~~

~~The dean of the division or a designee from the department in which the course is taught~~

~~A full time instructor who teaches the course in question or an instructor from the department in which the course is taught, or if not available, from a closely related discipline~~

~~A full time faculty member or representative from the department of the student's major or field of concentration~~

~~The El Camino College DSP&S faculty member knowledgeable with the disability and/or educational limitations of the student.~~

**Requests for Academic Accommodations:**

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There are two types of request for academic accommodations:

- 1. Request for Reasonable Accommodations – an adjustment that allows a student with a disability an equal opportunity to complete course requirements;
- 2. Request for Course Substitution – the replacement of a required course with an approved alternative course to complete program or degree requirements.

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**Reasonable Accommodations**

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The District recognizes the provision of reasonable accommodations is intended to mitigate functional limitations to facilitate a student’s academic access and ability to complete a course or achieve proficiency. For most students with documented disabilities, this first level of accommodation will involve an attempt to complete the course with additional help such as learning facilitation, in-class support services, educational material in alternate formats, assistive technology, auxiliary aids, test accommodations, and note-taking assistance. Other options may include a request to complete an extended version of the course, and/or advisement to complete developmental courses or courses in an alternate format to promote academic success.

**Procedure for requesting an accommodation:**

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- 1. Students are responsible for requesting course accommodations with a counselor or disability specialist in the SRC and providing appropriate documentation of a disability.
  - a. As an alternative, students who don’t want to use the services of the SRC may contact the Dean of Student Support Services and request reasonable accommodations.
  - b. Students are highly encouraged to request accommodations at the start of the matriculation/application/registration process. A timeline for requesting services is available in the SRC student handbook posted on the District website. Reasonable accommodations are not retroactive and will commence in a timely manner relative to factors including but not limited to the term of enrollment, time of request, approval of the disability/documentation, and the interactive process, and resources available.
  - c. The SRC professional staff or Dean of Student Services, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student’s educational limitation(s) related to a documented disability.

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~~It is the student’s responsibility to provide appropriate documentation of a disability and to request course accommodations with a counselor or disability specialist in the Special Resource Center. As an alternative, students who do not want to use the services of the SRC may contact the Dean of Enrollment Services and request reasonable accommodations.~~

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~~The SRC professional staff, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student’s educational limitation(s) related to a documented disability. Reasonable accommodations will commence in a timely manner~~

relative to the term of enrollment, and are not retroactive.

2. After consultation, ~~if the student disagrees with the recommendation for accommodations made by the SRC or Dean of Student Services, if the student disagrees with the SRC's recommendation for accommodations~~, the student may request a review of the accommodations through the grievance procedure outlined in the SRC student handbook. This request for review must be submitted to the SRC within 2-weeksten (10) business days of the time the student receives the recommendation for accommodations.

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3. If approved, ~~reasonable~~ accommodations are not being provided by the instructor or appropriate staff, students must notify the SRC within ten (10) ~~calendar~~business days, in accordance with the SRC grievance procedure. ~~Additionally, if a conflict arises regarding the recommended accommodations a~~At this level with the instructor point, the SRC will ~~initially~~ attempt to resolve the conflict within ten (10) business days.

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4. If a resolution is not attained regarding the accommodation, the student, instructor, or SRC professional staff will refer the matter to the ~~504~~Americans with Disabilities Compliance Officer ("ADA Officer") or representative for review. The ADA Officer or representative will review and attempt to resolve the conflict informally with the student and faculty member within five (5) business days.

5. If no resolution is reached,

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~~The 504/Americans with Disabilities-ADA~~ Compliance Officer or representative will convene an Academic Accommodations Committee to investigate and resolve the issue within ten (10) business days. Depending on the circumstances and pursuant to the grievance procedure, the Academic Accommodations Committee may consist of the following:

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- a. The El Camino College ADA Officer or representative (chair)
- b. The dean of the division or a designee from the department in which the course is taught
- c. ~~An full-time~~ instructor who teaches the course in question, ~~and/or an instructor~~ from the department in which the course is taught, or ~~if not available,~~ from a closely related discipline.
- d. The SRC faculty or staff member ~~knowledgeable with~~with knowledge of the disability and/or educational limitations of the student.

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During this time period the SRC will continue to provide ~~interim~~recommended reasonable accommodations pending a final resolution.

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Grounds for Academic Accommodations

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The Academic Accommodations Committee will evaluate and determine the appropriateness and feasibility of the accommodation to ensure access, and whether the requested academic adjustment fundamentally alters the course or program of instruction, or if implemented, will conflict with a direct licensing requirement or jeopardize a requirement essential to the program of instruction.

If necessary, the Academic Accommodations Committee will evaluate and determine alternative academic adjustments that may be considered to ensure the student is not denied the benefits of, or is excluded from participation in the academic program without impacting the integrity of the course.

~~During this time period the SRC will continue to provide interim accommodations pending a final resolution.~~

### **Course Substitution**

A course substitution is the replacement of a required course with an approved alternative course. ~~The substituted course must provide concept mastery comparable to that of the required course.~~

A course substitution may be appropriate provided that ~~a student with a verified disability believes asserts that the following four conditions are met:~~

1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study.

2. a) reasonable accommodations offered do not enable him/her to successfully complete a required course and

b) 3. that attempts with additional or different accommodations have been exhausted or if that his/her the student's identified educational limitations are of such magnitude that any attempt at completing the course would be futile.

4. A suitable course for substitution exists

The institution shall explore alternatives such as Independent Study, but is not required to develop a substitute course should one not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.

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### Procedure for Requesting a Course Substitution

1. The student will consult with the SRC to evaluate and determine reasonable alternative courses to meet degree requirements based upon the student's educational limitation(s)

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related to a verified disability.

a. Students are ~~highly~~ encouraged to request course ~~substitutions~~ substitutions ~~two~~ semesters before applying for graduation.

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2. If a course substitution is not obtained, the student is referred to the ADA Officer for consultation. Upon meeting with the student, the ADA Officer will then consult with appropriate college representatives to determine appropriate course substitutions informally. The student will be notified of results within (10) business days.

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3. If no course substitution is approved, the student ~~submits~~ must submit an Academic ~~Aecomodations~~ Accommodations Request form with supporting documentation to the ADA Officer or representative.

a. The student is encouraged to consult with an appropriately qualified SRC disability specialist or counselor to review all submitted documents for accuracy and completeness prior to submission to the ADA Officer.

b. It is the student's responsibility to provide all required documentation at the time of request.

4. Once a complete request is received, the Academic Accommodations Committee shall convene within twenty (20) business days within a primary (spring and fall) term to review the student's request.

a. The student will have an opportunity to present ~~his/her~~ the request accompanied by any relevant documentation for an academic accommodations to the committee.

b. The student may choose to have an advisor present to support them through the process. However, the advisor may not speak on behalf of the student during the process.

~~e. Thereafter.~~ Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodations – course adjustments or substitution.

d. The ADA Officer or representative shall notify the student of decisions within five (5) business days and maintain records of all decisions of the Committee.

5. An exception to the timeline will be made if the petition is received so late in a primary term it ~~erats~~ creates a challenge for the committee to complete its process within the term. ~~IN~~ n such case, the Chair of the Academic ~~Aecomodations~~ Accommodations Committee ~~would~~ will convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term.

6. Pending the decision of the Academic Accommodations Committee, accommodations will be made in ~~this~~ the interim period as recommended by the ADA Officer or

representative.

### Grounds for a Course Substitution

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A course substitution can may be granted under provided the following three conditions are met:

1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study.
2. The student is not likely to successfully complete the required course even with the provision of all reasonable accommodations by the college.
3. A suitable course for substitution exists.

~~The institution shall explore alternatives such as Independent Study, but is not required to develop a substitute course should one not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.~~

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~~As specified in Title 5, Section 56006 and the Special Resource Center's student handbook, the student submits an Academic Accommodations Request form wit~~

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~~supporting documentation to the 504/Americans with Disabilities Compliance Officer or representative.~~

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~~5. Once a complete request is received, the Academic Accommodations Committee shall meet and resolve the issue within twenty business days within the primary (fall and spring) term.~~

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~~6.~~

~~7.~~ 7. Completion of a substitute course shall not be construed as meeting the prerequisite for other courses.

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8. 8. A course waiver is the elimination of a required course from a student's program of study. Academic Accommodations committee may consider course waiver under the following three conditions:

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a. ~~1.~~ There is evidence the student has met ~~all of~~ the requirements noted above for substitution.

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b. ~~2.~~ There are no viable alternative courses offered at El Camino College, as determined by judgment of the Academic Accommodations Committee.

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c. ~~3.~~ The required course is peripheral to the student's course of study or major, and the student must not require any further classes or training in the specified area.

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A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the course program of study. A waiver of a course requirement shall not be construed as a waiver of any prerequisite for any other course. The absence of a substitute course does not automatically establish grounds for a waiver.

Exceptions to Timeline:

~~An exception to the timeline will be made if the petition is received so late in a primary term creating a challenge for the committee to complete its process within the term. In such case, the Chair of the Academic Accommodations Committee would convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term. Pending the decision of the Academic Accommodations Committee, accommodations will be made in this interim period as recommended by the 504/Americans with Disabilities Compliance Officer or representative.~~

Recognition by Other Institutions:

A course substitution or waiver applies to El Camino College courses exclusively. Students shall be informed that a substitution or waiver granted by El Camino College may not be recognized by another educational institution. Similarly, the college does not recognize substitutions or waivers granted by another institution. It is the responsibility of

the student ~~for contacting to~~ contact potential transfer institutions regarding the acceptability of the substitution to meet transfer requirements.

#### Review Meeting

~~An appropriately qualified DSP&S Specialist will review all submitted documents for accuracy and completeness prior to submission to the Academic Accommodations Committee. The Academic Accommodations Committee will convene to review the student's request in the specified time frame. The student will have an opportunity to present his/her request accompanied by any relevant documentation for academic accommodations to the committee. If desired by the student, an advocate of the student's choice may accompany the student. Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodations—course adjustments or substitution. The El Camino College 504/Americans with Disabilities Compliance Officer or representative shall maintain records of all decisions of the Committee and notify the student of decisions.~~

#### Notification:

The ~~El Camino College 504/Americans with Disabilities Compliance~~ ADA Officer or representative shall notify the student, the Special Resource Center, the ~~Director of Registrar in~~ Admissions and Records and all other pertinent offices of any changes allowed by the Academic Accommodations Committee to the student's course of study in writing within five (5) business days after a decision has been determined.

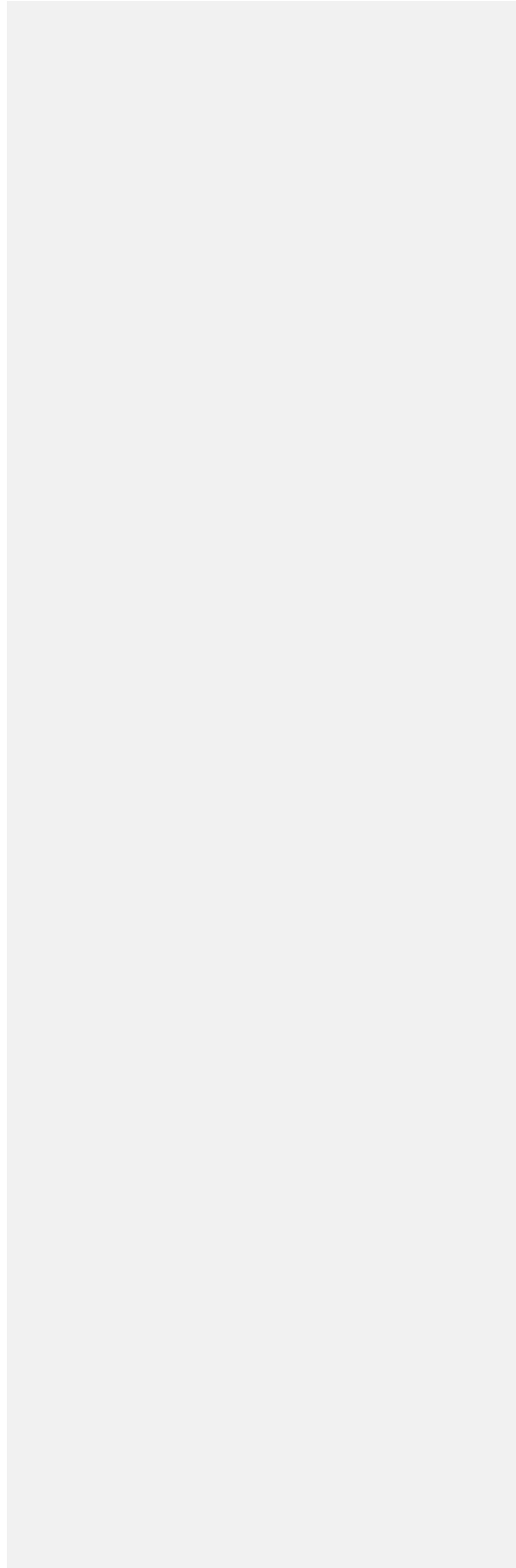
#### Appeals:

The decision of the Academic Accommodations Committee is final unless there is new information that was not previously available. Under this exception, In the event a request for academic accommodations is denied, the student may appeal the Academic Accommodations Committee's decision. If there is new information for consideration by the Academic Accommodations Committee, the student may only appeal the decision one (1) time and submit documents or information not previously submitted that ~~sthey~~ and ~~DSPS~~ the SRC specialist believes are pertinent in support of the appeal. If the appeal is denied, the student may submit a written request to the ~~504/Americans with Disabilities Compliance~~ ADA Officer that the appeal be forwarded to the Vice President of Academic Affairs for review. This request must be submitted within 30 calendar days of notification of the committee's decision. The decision of the Vice President of Academic Affairs is final.

November 28, 2011

Revised:  
OCR task force August 29, 2018

Ed Policies 9/25/18



## AP 5500 Standards of Student Conduct

### References:

Education Code Sections 66300 and 66301;  
ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

**NOTE:** *The standards of conduct for students may be included in Board Policy (see BP 5500) or delegated to the [CEO] for inclusion in these Administrative Procedures. **If delegated, this procedure is legally required**, and the following standards or similar ones are legally advised:*

**Definitions:** The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the [**designate position**].
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

- Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by **[insert local practice]**.
- Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of District facilities.
- Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

**Revised 9/01, 2/07, 3 /12, 11/14, 4/16**



## Administrative Procedure 5500

## Standards of Student Conduct

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. Standards will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media.

Violation of such laws, policies, and procedures ~~or behavior adversely affecting suitability as a student,~~ will lead to student disciplinary action. Student disciplinary actions as noted in Board Policy 5500, Administrative Procedure 5500, and Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

Students alleged to have violated ~~the Sexual Misconduct Policy with regards to sexual assault, sexual harassment, rape, domestic violence, dating violence, stalking, and retaliation~~ the Sexual and Gender-Based Misconduct policy (BP/AP 3540) with regards to any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking. will be referred to the Title IX Officer. The Title IX Officer will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual misconduct.

Students who engage in any of the following conduct are subject to the procedures outlined in Administrative Procedure 5520.

**DEFINITIONS:** The following misconduct shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student:

### DISHONESTY

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.
2. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
3. Copying from another student or former student or allowing another student to copy from one's work.
4. Allowing another individual to assume one's identity or assuming the identity of another individual.
5. Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.
6. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

**Commented [CG1]:** The Senate is seeking to provide faculty with direction regarding student recording in the classroom. The topic was discussed three times in the Senate and this attached draft of revisions to AP 5500 was passed on May 16. The changes have been approved by Deans Council, Greg Toya, and Jaynie Ishikawa.

The revisions to AP 5500 include the following:

1. A new statement regarding recording in the classroom that draws its language from Ed Code.
2. Updates to bring AP 5500 into alignment with the new AP 3540 Sexual and Gender-Based Misconduct.
3. Updates to bring AP 5500 into alignment with the new BP 3570 Smoke and Tobacco Free Campus.

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**Commented [WU2]:** Sdtf recommendation 1/16/18

**Commented [CG3]:** FYI – the following is the recommended syllabus statement approved by the Senate on May 16: “The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.”

**Commented [CG4]:** This change brings AP 5500 into alliance with the new BP/AP 3540 Sexual and Gender-Based Misconduct. Jaynie Ishikawa and Greg Toya approved this update.

7. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
8. Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.
9. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
10. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.
11. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
12. Any other action which is not an honest reflection of a student's own academic work.
13. Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.

#### **DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT, AND EXPRESSION**

1. Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, District personnel or another person.
2. Causing, or attempting to cause a disturbance, or threatening, or carrying out acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm to another person.
3. Lewd, indecent, or obscene conduct or expression on District-owned facilities or controlled property or at District-sponsored or supervised functions, including public urination or defecation, public sexual acts, taking intimate pictures of another person without consent, disrobing in public, possession and distribution of any obscene material, or viewing pornographic material.
4. Engaging in expression which is obscene, libelous or slanderous, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District-owned facilities or controlled property or at District-sponsored or supervised functions, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
5. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including, but not limited to, its community service functions or to authorized activities held off-campus.

6. Obstruction or disruption includes, but is not limited to, the use of skateboards, bicycles, radios, and roller skates.

7. Failure to comply with the directions of a member of the District certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

8. Conducting, organizing or participating in any activity involving gambling except as permitted by federal and state law.

9. Using any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Disabled students who require this accommodation must inform their instructor(s) prior to recording and provide official documentation from the Special Resource Center or the Office of the Dean of Student Support Services .

10. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.

## **DRUGS, ALCOHOL, CANNABIS, AND SMOKING**

1. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed federal law Controlled Substances Act (21 U.S.C. §811) or in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in federal law Controlled Substances Act (21 U.S.C. §811) and in California Health and Safety Code Section 11014.5 on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Willful or persistent smoking (including tobacco and vapor cigarettes) in any area where smoking has been prohibited by law or by regulation of the District. Smoking or using cigarettes, e-cigarettes, vape pens, cigars, cannabis, snuff, snus, water pipes, pipes, hookahs, chew and any other non-combustible tobacco product.

## **THEFT, ROBBERY, AND DAMAGE**

1. Committing or attempting to commit robbery or extortion.

2. Causing or attempting to cause damage to District property or to private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

**Commented [CG5]:** This is a new statement. The language is adapted directly from Education Code section 78907, which states: "The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."

**Commented [CG6]:** This second sentence is in addition to Ed Code.

**Commented [WU7]:** Sdtf recommendation 1/16/18

**Commented [CG8]:** This is our existing language regarding student recording that is derived from the CCLC template with small changes. It focuses on forbidding the distribution of recordings and records of class work, presumably to avoid copyright infringement and cheating.

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**Commented [CG9]:** This is updated to reflect our new BP 3570 Smoke and Tobacco Free Campus that restricts the use of tobacco products on any district property/facilities.

3. Stealing or attempting to steal District property or private property or knowingly receiving stolen District property or private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

4. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals District-owned facilities or controlled property or at District-sponsored or supervised functions.

### **SEXUAL AND GENDER-BASED MISCONDUCT**

1. Committing sexual and gender based misconduct including, but not limited to, sexual harassment, domestic violence, dating violence, stalking, sexual assault (non-consensual sexual contact and/or intercourse), sexual exploitation, intimidation, retaliation, and rape as defined by law or by District policies and procedures.

~~2. Lewd, indecent, or obscene conduct on District owned or controlled property or at District sponsored or supervised functions~~

2. Other misconduct offenses in violation of the El Camino College Sexual and Gender-based Misconduct Policy.

### **DISCRIMINATION, HARRASSMENT, THREATENING, AND VIOLENT BEHAVIOR**

1. Causing, attempting to cause, or threatening to cause physical injury to another person on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Engaging in intimidating conduct or bullying against another person through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyberbullying.

3. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

~~4. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel or another person.~~

~~5. Willful misconduct which results in injury or death to another person or which results in cutting, defacing, or other injury to any real or personal property owned by the District or controlled property or at District sponsored or supervised functions.~~

6. Other misconduct offenses relative to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law including, but not limited to, bullying, discrimination, threatening, or causing abuse (including physical and/or verbal).

**Commented [CG10]:** Greg Toya and Jaynie Ishikawa revised this section. Although it appears to overlap with the Sexual and Gender-Based Misconduct, Greg needs it here in order to enforce the decisions that come from Jaynie's office. They recommend #2 be deleted because it is also listed in #3, Disruptive Behavior.

**Commented [WU11]:** Recommendation by Jaynie Ishikawa and Greg Toya.

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67. Violence between those in intimate/dating relationships to each other, and stalking, as defined by law or by District policies and procedures.

#### **WEAPONS**

Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object including, but not limited to, any facsimile firearm, knife, or explosive on District-owned facilities or controlled property or at District-sponsored or supervised functions, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President or designee.

#### **MISUSE OF FACILITIES**

Unauthorized entry upon or use of District-owned facilities or controlled property or at District-sponsored or supervised functions.

#### **MISCELLANEOUS**

1. Introduction of animals on District-owned facilities or controlled property or at District-sponsored or supervised functions are not permitted with the exception of service animals that provide assistance as permitted by federal and state law.
2. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
3. The commission of any act constituting a crime under federal or state law on District-owned facilities or controlled property or at District-sponsored or supervised functions.

#### References:

Education Code Sections 66300, ~~and~~ 66301 and 78907

± Accreditation Standards I.C.8 and 10

~~June 15, 2015~~ Controlled Substances Act (21 U.S.C. §811)

California Health and Safety Code Section 11053

Ed Policies Committee: 3/14/17, 9-25-2018

Deans & VPAA: April 2017; 3/21/18; 5/10/18

Academic Senate: May 2, 2017; passed May 16, 2017

Student Discipline Task Force: 1/16/18

College Council:

Board of Trustees:

# El Camino College

## Institutional Research and Planning: 2018-19 Survey Overview



### Overview

Institutional Research and Planning at El Camino College will be conducting and reporting on several surveys throughout the 2018-19 academic year. The following table provides a quick overview of each survey, the topics/purpose, target populations, and timelines (i.e., consultation, administration, and reporting).

Table 1. Survey Overviews

Survey	Purpose or topics	Population(s)	Consultation Timeline	Administration Timeline	Reporting Timeline
<b>Campus Climate</b>	College Mission, Campus Environment, Campus Life & Activities, Diversity & Inclusion, Student Services & Resources, Overall Experience	Students Employees	Fall 2017- Spring 2019	Spring 2018	Final Report: October 2018
<b>Distance Education</b>	Distance Education Study, Housing/Food Insecurity, & Student Success	Distance Education Students	Spring-Fall 2018 (in progress)	October- November, 2018	Final Report: March, 2019
<b>SENSE</b>	Entering Student Engagement (w/ faculty, other students, services, college)	Entering students	Spring 2018- Fall 2019	September 2018	Final Report: early Fall 2019
<b>Technology</b>	Technology use & needs; to inform educational practice and delivery of College services	Students (Employees)	Fall 2018- Spring 2019		Final Report: Aug-Sept, 2019
<b>Withdrawal</b>	Enrollment Management & Student Success	Students who withdraw from a course after census	Spring 2018 (complete)	Fall 2018 (after census) Spring 2019 (after census)	Fall Report: Dec., 2018 Spring Report: June, 2018

The College has a preset long-range survey plan to support cyclical administrative. Please consult with Institutional Research & Planning when considering a survey of students or employees that targets the entire population or a large scope of campus. Before distribution, a campuswide survey must be pre-approved by the President's Cabinet or IRP, and fit with the mission and strategic goals of the College. Program evaluations are best scheduled the semester or year before Program Review.

# Council of Deans

## Unit Plan Refresher 2018-19

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### Important Dates

- College Plan 2018-19 Finalized (October 2018)
- **EVALUATE, UPDATE & ARCHIVE** your 2017-18 Unit Plans (October 2018-January 2019)
- Program Plans for 2019-20 Due (November 1, 2018)
- Work on Unit Plans (Nov. 1, 2018-Feb. 28, 2019)
- Unit Plans for 2019-20 Due (March 1, 2019)

### Actions Needed

- **Previous year** (2017-18) – **Update, Evaluate and Archive**, then OK to DELETE recommendations
- **Current year** (2018-19) – Update, leave active—Evaluate after close of year
- **Future year** (2019-20) – Make copies of continuing recs, rename and edit, as needed.

### Reminders

- Ad Hoc Reports – use for current plan submission and for prioritizing
- Standard Reports – use for your annual **ARCHIVE** after close of year

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## CHECKLIST: UPDATING & ARCHIVING OLD RECOMMENDATIONS

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### Summer/Fall (July - Fall): UPDATE, EVALUATE and ARCHIVE Old Recommendations

Prior to entering new recommendations for the new fiscal year, please update and archive old recommendations at the close of the implementation year by doing the following:

- 1. Recommendation Status (for both 2017-18 and 2018-19 Recommendations):** Update the final status of each recommendation
- 2. Input/Last Revised Date (for both 2017-18 and 2018-19 Recommendations)**
- 3. Completion Date (for 2017-18 Recommendations ONLY)**
- 4. Change Funding Status**
- 5. Annual Evaluation Date (for 2017-18 Recommendations ONLY):** Add the date that the recommendation is evaluated
- 6. Annual Evaluation (for 2017-18 Recommendations ONLY):** Evaluate the impact of the recommendation being funded. Evaluation should answer the following questions:
  - Was it funded?
  - Was it implemented (partially or fully)?
  - What were you able to do as a result of the funding or implementation?
  - What outcomes can you measure as a result of implementation? Were the Expected Outcomes achieved?
  - What should be done differently to ensure institutional effectiveness (*optional*)?
- 7. Archive Old Recommendations (for 2017-18 Recommendations ONLY)**
- 8. Delete Old Recommendations (for 2017-18 Recommendations ONLY) (*Optional*)**

## 2017-18 Recommendations: Closing the Loop

Now that 2017-18 has drawn to a close, it's time to look back and report on how things went for all funded or approved items. The last stage of the annual planning process is to **Update, Evaluate and Archive your completed plan**. This ensures that we “close the loop,” assess the impact of funded items on institutional improvement, and properly store the closing year’s plan.

**UPDATE** your recommendations and **ADD** your evaluations. The fields that you will need to edit to close the loop for 2017-2018 recommendations are in the table below:

Field	Detail
Recommendation Status	Please select from the drop-down menu (Abandoned, Completed, In Progress/Funded, Not Started, Partially Completed; please see details of each category on page 11)
Input/Last Revised Date	Input revised date any time a status field is updated (Recommendation Status or Funding Status)
Funding Status	If you haven't already, please select from the drop-down menu (N/A—no additional funds needed, On Hold, Proposed, Forwarded to College Plan, Forwarded to Unit Plan, Forwarded to Area Plan, Not Funded, Partially Funded, Funded).
Annual Evaluation	<p>Please evaluate the impact of the recommendation being funded. Evaluation should answer the following questions:</p> <ul style="list-style-type: none"> <li>• <b>Was it funded?</b></li> <li>• <b>Was it implemented (partially or fully)?</b></li> <li>• <b>What were you able to do as a result of the funding or implementation? Be specific</b> (e.g., month position was filled; when and where software was installed; action taken)</li> <li>• <b>What outcomes can you measure as a result of implementation? Were the Expected Outcomes achieved?</b> (e.g., additional sections added; maintained size of program to meet demand; able to provide sufficient stock of equipment/supplies for classrooms; able to increase services to students by providing a series of professional YouTube videos)</li> <li>• <b>What should be done differently to ensure institutional effectiveness (optional)?</b> (e.g., The software overpowered the Wi-Fi resources of the classroom—need to enhance Wi-Fi for it to work properly or try a different product; few students are accessing the YouTubes so far—may need more advertising)</li> </ul>
Evaluation Date	Enter the date the annual evaluation was entered

## 2018-2019 Recommendations: Updating Funding Status

Once you find out whether or not your 2018-2019 recommendations have been funded, you will need to edit them to reflect the change in funding status.

Field	Detail
Recommendation Status	Please select from the drop-down menu (Abandoned, Completed, In Progress/Funded, Not Started, Partially Completed; please see details of each category on p. 6)
Input/Last Revised Date	Input revised date any time a status field is updated (Recommendation Status or Funding Status)
Funding Status	Please select from the drop-down menu (N/A (no additional funds needed), On Hold, Proposed, Forwarded to College Plan, Forwarded to Unit Plan, Forwarded to Area Plan, Not Funded, Partially Funded, Funded).

Visit the new [Program Review & Planning \(PRP\) page](#) for more information.