Academic Senate of El Camino College 2017-18

May 15, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday May 15, 2018 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

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

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

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Officers & Executive Committee

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

Adjunct (One-year terms)

Josh Casper (BSS) [R]	17/18
Karl Striepe (BSS)	17/18

Behavioral & Social Sciences

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

Business

Kurt Hull	18/19
Phillip Lau* [R]	18/19
Josh Troesh	18/19

Compton College

Paul Flor	17/18
Chris Halligan [R]	17/18

Counseling

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

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe* [R]	18/19

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19
Chris Wells* [R]	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar* [R]	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

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

Industry & Technology

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

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Bryant Odega

President/ Superintendent

Dena Maloney

Division Personnel

Dipte Patel

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.
*Denotes longest-serving division senator (i.e., the "senior senator"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).
SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (confirmed).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
1st and 3rd Thursdays 1-2 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Spring meetings: 3/12, 4/16, 5/14, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.
Distance Education Advisory Committee. Chair: Asma Said. D.E. Liaison to the Senate: Renee Galbavy. 4th Thurs, 1-2, DE 166.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, DE 166.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays (exceptions: 2/26, 3/26, 9/4), 4 pm, Alondra.
Calendar. Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

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

El Camino College Academic Senate 2017-2018 Goals

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

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

   Measures:
   - Provide leadership for the college on issues related to Senate purview,
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit and elect executive and committee chairs according to Senate by-laws,
   - Ensure divisions have required number of senators and that elections are held accordingly,
   - Review and complete revision of Faculty Handbook,
   - In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
   - In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
   - Update Minimum Qualifications and develop a consistent, fair equivalency process,
   - Maintain communication and effective collaboration with ECC Federation of Teachers.

2. **Strengthen faculty involvement in the activities of the Academic Senate**

   Measures:
   - Arrange a Senate orientation at the start of the academic year,
   - Provide regular, ongoing communication with all faculty,
   - Encourage greater participation of senators in meetings and other activities of Senate,
   - Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

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

   Measures:
   - Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement.

Approved 10.3.17

ECC (El Camino College) Acronyms

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

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ John Baranski
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Michael Wynne

Business
☐ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☒ Seranda Bray
☐ Anna Brochet
☒ Rocio Diaz

Fine Arts
☐ Ali Ahmadpour
☐ Daniel Berney
☐ Diana Crossman
☐ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☐ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☒ Rose Ann Cerofeci
☐ Sean Donnell
☒ Ashley Gallagher
☒ Pete Marcoux
☐ Christina Nagao

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☒ Ross Durand
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☐ Renee Newell
☒ Jack Selph

Library Learning Resources
☒ Analu Josephides
☐ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Matthew Mata
☐ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☒ Darcie Descalzo
☒ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☒ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☐ Bryant Odega

Compton College
☐ Paul Flor
☐ Chris Halligan

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☒ Irene Graff
☐

Excused: A. Brochet, D. Berney, R. McMillin, C. Nagao, M. McMillan, C. Halligan

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 sixth Academic Senate meeting of the spring 2018 semester to order on May 1, 2018 at 12:31 p.m.

KDD: Bravo to Rocio Diaz (Counseling) and Chris Halligan (Compton) for winning their elections. They were elected to FACCC leadership roles as Governors at Large!! That is fantastic news, and what a great way to start our meeting.

B. APPROVAL OF MINUTES

See pgs. 6-17 of the packet for minutes from the April 17, 2018 meeting. C. Wells moved, R. Diaz seconded, and there was unanimous approval of minutes.

KDD: We come to the portion of our program where we welcome our division personnel. Thank you Randal Davis, you all know he was double-booked today. We appreciate you making the Senate a priority. Please introduce yourself and tell us something about yourself. R. Davis: Hi, I am the Associate Dean of Industry and Technology. We are running 18 programs over there and it keeps us very busy. We are doing evaluations, hiring committees, and working on Strong Workforce. We have a large Public Safety area as well. I got hired here in 2012 as an instructor. I had already been an instructor at Santa Ana College for 20 years, and Santiago Canyon College and Golden West. My early career was a police detective for many years, and I wrote Law Books. KDD: Thank you, Randal!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just a reminder, we have confirmed the June 5th senate meeting. Please mark your calendars.

Senior Senators, thanks to those of you stepping forward and helping us with elections for senators whose terms are wrapping up. If your division needs to hold elections, you would have heard from Traci Granger, our secretary. The deadline for that is before our next meeting, May 15th.

Please continue to help us get the word out about the Climate Survey. We have had a strong response from Classified and Managers. Not as strong as we would like from Faculty. We want to get the word out so we get a good response rate. Remember, our adjuncts tend to be underrepresented. So in particular, we want to be thinking of ways to get their input. Would you like to add anything, Irene? I. Graff: You said it all. I would like to add that by having a high response rate, we will be able to disaggregate the results by climate group and by demographics, for example. This would allow us to really drill into the responses on campus not just to see if all faculty are satisfied or not satisfied with the climate on campus. But we can look at specific subgroups of faculty and is there a difference and we could use that to improve our professional development, our general climate on campus, our communication, etc. KDD: Those are strong incentives, a great way to sell it. J. Troesh: Let's say someone started the survey and got distracted and it tells you your responses were sent in and you were only half way done? Should that someone start over again? I. Graff: We are still learning about the new survey software, but if you got that message, then it was submitted. We will look into some of the details. If you took it all over again, it would be counted again. J. Troesh: That is what I wondered and I didn't want to cause problems for the research.

So just some kudos about some recent El Camino events. The Town Hall Meeting was a CRUSH!! I don't know what our numbers were, but we had standing room only. Thanks to those of you who attended. Thanks to the organizers for the First Generation Conference, BRAVO!! There are great programs underway. Also for the Planning Summit. Thanks to R. Miyashiro' Table Bingo, we learned some interesting things about our colleagues. Lars Kjeseth, our Math senator, is also an experienced bungee jumper. Please don't tell his mother if you happen to know her. It was a great event. You

can see information about the Planning Summit and some of the slides on the portal. You can also see Bridging Study slides posted on the website. When these notes go out, you will have a breadcrumb trail to find this information.

Please help us get word out for the Equity, Diversity, and Inclusion Workshops. These are being offered by Jaynie Ishikawa and her team. There are several different programs and you can register for one or for all of them. The information is on page 21 of your packet.

b. VP – Compton Education Center – Paul Flor

We don't have a report this time from Compton. They are super busy over there, as you know.

c. Chair – Curriculum – Janet Young

J. Young: We have been very busy this semester. Since the beginning of the semester, we have reviewed and approved over 160 proposals with three more meetings to go in the semester. We have been working with Nursing on revisions to their program and that includes 13 new courses and revisions to four courses. We are going to review those on June 5th. Then they will go through the process of being approved by the Los Angeles/Orange County Regional Consortium, the Chancellors Office and then the Board of Nursing. We also reviewed our Credit by Exam Policy. I met with D. McClelland to present our recommendation for revisions. We are in the contract phase for adopting new curriculum software, Digital Architecture or DigArc for curriculum management. I just want to say, "Thank you, J. Shankweiler" for being a champion for this. J. Shankweiler: I have one more letter to write. If I say that we are very interested, then they are going to give us a 25% discount. It was way more expensive than I thought! J. Young: The tentative schedule is to get our catalog online in fall 2018. Then the curriculum component by spring 2019. The good news is that we won't have to cut off curriculum review in December. We always have to cut it off because you can't get in there to review and then it has to go to the Board. We aren't 100% sure what the new deadline is, because courses still need to be board approved, and they need schedule development deadlines. But it will be better and improve the process dramatically. We are also working on revisions to our handbook.

d. VP – Educational Policies –D. McClelland McClelland

I want to make one announcement now. We need more reps for our Ed Policies Committee. If you are a senator from HSA, Business, Humanities, Math, or Fine Arts, we don't have representatives from your departments on our committee. It is really important that we have a wide range of representation because a lot of the policies that we look at affect divisions differently and in different ways. If my committee is four counselors and one member of the teaching faculty, then I get the counseling side but I don't get to hear the teaching faculty side. If you are in one of those divisions, please talk to your dean to see if we can get a rep for the fall. I will probably pester you over the summer if I don't hear from you. Thank you. C. Wells: Is it possible if you have a policy or procedure that would directly influence one of those divisions you could have someone come just for that one policy and not have to attend the whole thing? KDD: In a pinch, we could make that work, but it isn't ideal. As you might imagine, there is a pretty steep learning curve with Ed Policies. Otherwise, what would be happening in Ed Policies at every one of our meetings, is we would be having an orientation, because we would be answering the same questions. C. Wells: The other side of that, is if anyone had ever been on Ed Policies in the past, they might be willing to participate on that particular issue. KDD: If it is someone who has some experience, and understands the basics of consultation, policy and procedures, then I can see that working. That would be a backup plan, ideally we want someone permanently. Thank you, D. McClelland.

e. VP – Faculty Development – S. Allen Allen (pgs. 22-23)

At our last Faculty Development meeting we talked about Informed & Inspired. Last Thursday, we had our session on Informed & Inspired. It was extremely powerful and the theme was "Women of Color." We had four students who served on a panel and it was so inspirational and they are so poised and articulate and self-aware. The agenda was to have a panel for about 15 minutes, and then break into small groups and then have a dialogue. The panel was so phenomenal, that we never broke into small groups. In fact, they went over the time allotted. I really encourage you to come to our next session, it will be our last for the year. If you are short of flex credit, we encourage you to come. It will be May 17th.

The next announcement I would like to make is for the Faculty Book Club. The Co-Facilitators Sue Ellen Warren and Sumino Otsuji are going to step down, so we need replacements for Ffll. Please contact me if you are interested in participating as a co-facilitator. We don't want this great opportunity to end.

The theme for Fall Professional Development Day is Culturally Responsive Teaching and Learning. We are really excited and we are in the early stages of planning. The calls for proposals for break-out sessions will go out later this week. If you have idea for something that you think will fit under this umbrella, consider offering a workshop. KDD: Nice synergy with a lot of other things that are going on around campus. Thank you, S. Allen!

f. VP – Finance – J. Troesh (pgs. 24-26)

We are in the first rounds of the proposed budget. This is an ongoing thing. We are told this is how much money you are getting; then we build the budget off of it; then the Governor decides that no, we aren't getting that much money; then we build the budget off of that. So we go back and forth and back and forth. Two meetings back, Vice President Fahnestock was here to talk about the new funding formula. If any of you want to look into more details, you can look at the agenda that is in the packet. As you go through these details, realize that anytime it says "it was decided", it means that this group at the state level decided that this is what it should be. That is a proposal to the Governor, who knows what it will actually be. If any of you want more detail, you can check it out in the senate packet. If anything actually does get decided, I will let you know.

g. VP – Academic Technology – Pete Marcoux (pgs. 27-29)

I wanted to include a list of some of the new software we are buying. I think it is pretty cool and amazing. Some of the highlights; Civitas, student schedule planner. That is for students to input their personal schedule so if they have a work schedule or sport schedule, it will help them find classes outside those commitments. So hopefully they will be able to take more classes with this tool. Ellucian on Demand, Ellucian is another name for DataTel. That is actually the real name. They have a kind of a self-paced library. Formstack, which we'll hear about. That will help us move to a paperless campus. We will be submitting less paper and more digital book requests and class schedules. Irene mentioned a new survey that is called Qualtrics. It will replace Survey Monkey. So if you have a personal Survey Monkey account, you can get rid of that. Correct, Irene? I. Graff: We are working on that process right now. P. Marcoux: Some programs may have their own Survey Monkey, but talk to Irene about that transfer. There is a Financial Aid software. Office 365, if you are serving on an Accreditation Committee, you will be introduced to Office 365 Teams. It is kind of neat. It is a great way to share documents. It is pretty dynamic and what is nice, is you use your El Camino email address for that. And the new curriculum software. That is exciting news. KDD: Our next job is to make sure all these programs talk to each other. P. Marcoux: Yes, talk to each other and get some training!

h. VP – Instructional Effectiveness/ALC&SLOs Update – R. Serr (pgs. 30-33)

The ALC minutes are in the packet. Also in the packet is a workshop for entering SLO & PLO data. I highly recommend the workshops, because if you bring your data, when you leave, you'll be done. Then there are no questions. Program Review documents are due September 7th. Also for the CTE Program, we developed a new template off the Program Review template. That should make it a lot easier for those two-year reviews. Those are also due on September 7th. If you need any assistance for Program Review, or your assessments, feel free to send me an email.

D. SPECIAL COMMITTEE REPORTS

Dr. J. Shankweiler Shankweiler - VP of Academic Affairs

J. Shankweiler: I told Kristie I have two things, but I lied and I have four. So the Accreditation Team is going to ACCJC training Thursday. I am in hiring committees forever. If you need to talk to me, sorry. There are 21 faculty, plus a dean.

We were accepted to the OEI Consortium (there were cheers & cat-calls). Thank you to Chris Gold for putting that together. Now we have two pages of team members we need to assemble by the end of the week. I am working on that.

The Guided Pathways Faculty Coordinator position was announced yesterday afternoon. Please talk to your colleagues who you think might be good at this and send them to me, or send me their name and I will go talk to them. It is an exciting opportunity and I want to do it right.

R. Miyashiro Miyashiro – VP of Student Services

R. Miyashiro: I didn't lie, because I haven't told Kristie anything! I have two things. We had our First Generation conference put on by Darrell Thompson, Cynthia Mosqueda, and Seranda Bray. It was well attended. I just have to say, I have been to a lot of conferences, and the speakers that they attracted, on the two sessions I went to out of the four, both blew my mind. I think we are going to continue this.

The second thing I wanted to mention, we are nearing 800 students for the South Bay College Promise. As you know we have room for 500. We are going to look at other mechanisms and hopefully accommodate as many as possible using the California Promise Grant (formerly the BOG fee waiver).

We are still looking for faculty members to be leaders in the ECC Connect. We will be coming out with a program later, so look for it. Then those leaders will be given stipends because it will be an ongoing group.

E. UNFINISHED BUSINESS

Student Withdrawal Survey: 2nd Reading – Jeremy Smotherman (pgs. 34-38)

KDD: This is actually our second reading. Jeremy Smotherman, from Institutional Research and Planning and from SKY DIVING! We also learned at the Planning Summit that he is an experienced Sky Diver. Welcome back, Jeremy. Officially, **Dr**. Smotherman. (Someone yelled out, "Dr. J"!) Which was scarier, your defense or sky diving? J. Smotherman: Definitely my defense. Well, you know the ground is coming, and you don't know which questions are coming. Just some quick updates. Based off of the last meeting, I added an additional theme, "personal circumstances". That takes care of the second question we had in the sample. Then really quickly, we changed a little bit, family responsibilities. It takes care of the working aspects as well. We changed number four. We updated the ECC Support questions. That way we know that they actually went through some support services here. We added the question, "I was not able to afford the book/books." We want to see if affordability goes beyond Financial Aid. KDD: I need a motion to endorse our Withdrawal Survey. This is not necessarily something we need to approve, it has been brought to the Senate for our input. We are endorsing rather than approving. Do I have a motion? S. Bray motioned, C. Wells seconded. KDD: We will vote once we finish our discussion. Comments? Rocio Diaz: How about employment? Maybe we need an example in parenthesis. KDD: Jeremy is taking notes. S. Bray: Maybe they are having difficulties getting to campus? Do we want to ask about that? J. Smotherman: We want the general main theme? Our hope is that it continues beyond this three-year time frame. KDD: Will there be an "Other or Catch-all?" Just in case we haven't thought of all the possibilities. C. Wells: It isn't on the survey, it is on the additional research, page 37. Do we look at the sizes of the divisions? Percentages might be helpful. BSS has a lot of withdrawals, but they are also a very large division. It doesn't capture how big of an issue it is for that division. KDD: So Proportionately. C. Wells: The raw number could be deceptive. KDD: All those in favor? All were in agreement. Yes, you have your endorsement, Jeremy. Thank you for your openness to input.

Flex Matrix Revisions: 2nd Reading – S. Allen Allen (pgs. 39-40)

KDD: This next topic does fall within Senate purview. I need a motion to approve the Flex Matrix revisions. P. Marcoux, so moved, S. Bray seconded. KDD: Now we can discuss and I will turn this over to S. Allen. S. Allen: I underlined the changes that we made from last time. I thank you for the feedback and really good ideas. I realize when looking at the packet, the minutes that Kristie sent the other day, I forgot to change attending. I will go back and make that change. The committee took your suggestions into consideration, some of the suggestions we thought we would like to keep the bullet for "general". We know it is a working document, and it will change. But three years from now, You Tube may be a thing of the past. So we wanted to keep the activities sort of general. We don't want to be too specific. We are still absolutely open to recommendations that can change over time. What we are really more interested in is the framework. Are you in favor of the framework of the three categories rather than the current matrix? Are there any

questions or any other suggestions or changes? C. Wells: Who ultimately signs off on whether these activities are appropriate? S. Allen: Ultimately, your dean. So we are also in the process of looking at Flex Reporting Software. That is one of the issues that is holding us up. Lisa Mednick and I will be reviewing a system on Thursday. For now, our current software, PD Reporter, would be difficult to revise it and accommodate our new matrix. We are hoping we have new software in place as this becomes a reality. Hopefully, we can unveil both at the same time. KDD: The software was not user friendly, and it was confusing. C. Wells: If you had more flex that you need, they weren't approving stuff if you had met your obligation. KDD: That was mentioned last time. And that was a man-power issue as it was mentioned to me. Hopefully, when the software is more user friendly, maybe that will be resolved. C. Wells: It would be good for us to know how much people are doing versus just meeting the obligation. KDD: It is helpful for the self-evaluation. Even though it doesn't count, it is helpful.

J. Shankweiler: Under Institutional Improvement, there are a couple of places that I know you are changing to "Participating." Could you put in a Working Group or something? I don't want people to think they can get flex credit for attending this meeting but not that meeting. These are really work groups where you are working on a product or a problem. As opposed to, "It's time for Area Council" once a semester. S. Allen: Which bullet? J. Shankweiler: Page 39, the Serving on Workgroups to address Institutional Improvements. Make it clear you are working on something, not just going to a meeting? S. Allen: What if this were a meeting I called for my department, so we could discuss our assessment results and plans for change in our curriculum? Would that qualify for our above and beyond once/semester department meeting? J. Shankweiler: Is it post-assessment? S. Allen: Yes. J. Shankweiler: I think you are walking a fine line when you get flex credit for attending a meeting. KDD: What if that group had a product? J. Shankweiler: If it is a series of meetings to do that work. S. Allen: I see this as a special meeting. When SLOs were new to the landscape. A few semesters went by and we talked about SLOs and we had "Robust Dialogue" where we talked about our assessment results. To me having one of those meetings kind of served that purpose. It wasn't just a meeting to implement SLOs, it was to talk about assessment results. To me, that is the purpose of SLOs. C. Wells: The current issue is AB 705. There will be a number of meetings related to Guided Pathways. Do these count? Pete: How about meetings from the summer or winter break? In the past, PBC participants were given flex credit for meeting during the summer. Administration kind of balanced out, you get flex credit, but you won't get a stipend. There are some meetings. J. Shankweiler: Your contracts say you will be on committees. C. Wells: There needs to be a clear criteria set up. We don't want to be at the "whim" of whoever. J. Shankweiler: I just want us to be mindful. J. Baranski: Can we bank hours for next year? J. Shankweiler: I don't think the Chancellor permits that. KDD: Unfortunately, no, and it's too bad. J. Troesh: We need a little more definition about Ted Talks and podcasts. I listen to 13-20 hours of Podcasts related to my field a week. I would have 0 flex obligation even if I didn't go to flex day. In 2 weeks, I can knock out a years' worth of flex listening to podcasts. I think it is important, because I get a lot of stories from that, but at the same time we need to define this some more. KDD: Does this fall into your recommendation that there be a follow-up report talking about how you would apply that to your teaching? "Yes, I listened to this, and here is how I integrate this into my teaching". S. Allen: We really wanted to have activities that would enhance teaching. I don't see a problem. S. Di Fiori: In my department, we get credit for visiting a museum or a National Park to develop curriculum for Geology. There may not be a conference for that, I may have to go out in the field. It falls out of these categories. S. Allen: We have attending literary readings, debates, sporting events or lectures. S. Di Fiori: Maybe add field research. S. Allen: Field Research it is. KDD: Thank you Stacey, and thank you for underscoring that this will evolve over time. We are voting to approve, but you will see this again. We will work some of the kinks out as time goes on. Let's call for the question? All approved this flex matrix, motion carries. Thank you, Stacey and your team. This is huge. This came to the Senate a year ago and you guys have done a phenomenal job.

I would like to do a motion to change our order of business so we can hear about Plenary. P. Marcoux motioned, C. Wells seconded. All agreed

G. INFORMATION ITEMS –DISCUSSION

Senate Plenary Report – D. McClelland McClelland

D. McClelland: I had a very informative time at Plenary. For time's sake, I have tried to keep the notes to things that I think actually affect your lives. The first general session we discussed AB 705 and its effect on faculty and students. They reiterated that the English recommendations from the Chancellor's Office were out, but the Math were still

forthcoming. It has been a month, so maybe they are out now. They had a huge discussion about the Math pathway. Most of the language has come as an Algebra-based Math that students would have to go through. There is a large contingency of faculty around the state that would like to see two pathways. One Algebra-based and one Statistics-based. The Statistics wouldn't have to be taught by Math faculty. There was some push back from the Math faculty because of this. There was a robust discussion. There were feelings on both sides of the issue. People around the state are asking, "Do all our students need an Algebra-based college level Math, or do some of our students not going into STEM fields could they do Statistics?" There was advice from the state representatives to make sure as we are re-designing curriculum not to get rid of our prerequisites that are currently on the books. Or not without looking at the current articulation agreement. If you get rid of your pre-reqs, it could affect the existing articulation agreements. The example they gave is that Algebra 2 is an entrance requirement for the UC's. So if a course previously had a prerequisite that was Algebra 2, you would want to keep that on the books, otherwise you might lose the articulation with the UCs. The point was brought up that special needs students have not been addressed with respect to AB 705. The response was that we are trying to get the majority managed first, then we'll get more specialized. I also heard, how is this going to affect Financial Aid? Two-thirds of the students' units are tied to one, 8-unit English course. Now you have the course and all the help that goes in with it. If they fail that one course, what does it do to their financial aid? This is a concern not only here at El Camino, but around the state.

We had a general session where the Executive Vice Chancellors from the Chancellor's Office came. The Educational Services VC, Institutional Effectiveness and Workplace and Digital Future. All the California Community Colleges have now submitted Guided Pathways plans, and they are excited about that. They reiterated that Guided Pathways is more about clarity than changing the system. We want to clarify for students what we have to offer them and how it will help them. They are not necessarily looking for new programs. They explained that it generally takes colleges about 5-10 years to perform at scale. That is not acceptable to the governor. They are hoping that Guided Pathways provides tools and resources that can cut that time down so that we can get programs to scale faster. Currently a lot of students are under placed because of poor performance on entrance exams. They never get out of that mess. They can't succeed because they have to take five Math classes to get to college level. They want us to look at student capacity and past practices for what is and isn't working. The Chancellor's Office is under a lot of pressure from the state to change quickly.

Then they talked about the 115th college, the "Online College". Faculty around the state are not happy about it. They tried to present it in a good way. The Governor is worried about what he calls "stranded adult workers". They are individuals in the work force with a high school degree but nothing else. They are extremely vulnerable to economic down turns, because they are often the first ones laid off. He wants to improve their skills and certifications so that they are more valuable to their employers and they won't be laid off. That is his target population. He is aiming to help those who can't do a traditional school year. The 115th college is supposed to be very flexible, with 12-40 different starts every year. Many other states already have programs like this. The Governor does not want stranded adult workers to fall victim to for-profit colleges. They will teach literacy, numeracy and some soft skills. There will be faculty that are mentors.

There was a breakout on Guided Pathways. Hopefully, in the fall we will be able to see what the early adopters are using for the mapping. The faculty senate reiterated that they would like to know how they can help us.

I went to a breakout on the new transfer pathway to the UC's. They are currently piloting these new pathway degrees. They are going to do the 21 most popular majors. This is a superset of courses used by all 9 campuses. They reiterated that students can't have access without preparation. Basically, the idea for the UC's, if you take the pathway courses and get a minimum GPA in the pathway, you will have an admissions guarantee somewhere in the UC. Their pathway courses are not going to focus as much on general ed. These would be major preparation courses.

They showed us a really good website where students can look at what schools they can get all of their pathway courses at. Not all community colleges will offer everything. They need to increase transfer students, their transfer success rates are doing really well. 60% of transfer students to the UC's from CCC's transfer within 2 years.

C. Wells: Was there discussion about the consultation process? D. McClelland: Yes, it wasn't a constructive discussion. People made snarky comments. There was definitely the feeling in the room that people weren't happy. KDD: Thanks for representing and reporting back.

F. NEW BUSINESS

AP 4235 Credit by Exam: 1st Reading (pgs. 41-44)

KDD: We have a couple of Ed Policies that have gone through our Ed Policies Committee and they are now coming to us for a first reading. Please take information from these back to your area and bring them back when we vote at our May 15th meeting. As with a lot of Policies & Procedures, these touch on many different dimensions of the institution. We want to be mindful of the fact that senate purview is limited. I'll turn things over to D. McClelland. D. McClelland: I got a flood of questions about this topic this week, it seems to be a really hot topic right now. The changes that I have here were changes that people brought to me earlier in the semester. I have gotten a lot of questions this week about whether Credit by Exam is right for our college. From my perspective, I don't think that is a decision that should be made at the college level. Therefore, that is not a decision that should be made by the senate in general. There are some departments that this works really well for, and there are others that are having some issues with it. If your department is having an issue with this, I encourage you to have a discussion at the department level with your Dean and other faculty. Maybe you need to make a change within that department. There are other divisions and departments that have a lot of CTE courses and it is very appropriate to do Credit by Exam. Someone could come in with a lot of work experience and maybe they don't need Plumbing 1, but they could go straight to Plumbing 4, just as an example. KDD: Janet that would go through Curriculum, correct? If my courses are currently offered by Credit by Exam, I could change that. J. Young: It actually doesn't go through Curriculum. A memo is sent to the Curriculum Advisor and then that course is put into the catalog. Just to be super clear, courses are not automatically Credit by Exam courses. You have to make a request that your course be placed on the list. In the catalog on page 60, there are courses that the department has determined is appropriate for Credit by Exam. This is faculty-driven, faculty decision, department decision and you decide at some point that this course isn't working, so you remove it. No one is telling you, it is not by default that your course is a Credit by Exam. That needs to be super clear.

C. Wells: How does this relate to waiving a prerequisite? Janet: If there is a course that is Credit by Exam, you come in and request Credit by Exam. You say, "The reason I want to do Credit by Exam, is that I already took this somewhere else." There is some reason that you say you are eligible to take this. Then you take the exam that the faculty member developed. Then it is graded and it is determined "Oh, you pass, so you have the equivalent." The problem with our current policy is that you don't get those units until you have completed 12 units at the college. It is held in limbo, you get a piece of paper that says you passed, you hold onto that for maybe a couple of years, it may take two semesters to get 12 units. Once you have taken the 12 units, then you get credit for that. That was a long answer to your question. If that class is a prerequisite, it does you no good until you have taken 12 units. That is why we want to have a waiver for courses that have been articulated.

D. McClelland: This procedure was just edited last year and now we are opening it up again. I'm just going through the changes, not the whole procedure. Our first change is on page 41. Achievement of a score of 3 or higher. We are adding 4 or 5 or higher on an international Baccalaureate exam. We are already doing that in practice, I was asked to put it into the procedure. That is the first addition, and it is something we are already doing. The sentence that says for more information, we decided to hold off on that change, because that AP doesn't exist yet. R. Miyashiro: You don't have to be in the Military to take CLEP. This is usually AP for adults. CLEP falls under Achievement of an Examination administered by other agencies. R. Miyashiro: Usually colleges have a cut score where you get credit. D. McClelland: I will look it up and make a note to add it for the next reading. KDD: It may be something that is already in the catalog, we just don't have it here. Under eligibility requirements, this is what Janet was talking about. We are adding a sentence that says, "Students may be exempt from residency requirement if the course is articulated with a high school, adult school or regional occupation program career and technical education pathway. J. Young: This was endorsed by the College Curriculum Committee. We looked at many other Community College articulation agreements and thought that was a good compromise. C. Wells: I have a concern about "May" versus "Shall". How is that going to be determined? J. Young: I think it is "Shall". J. Shankweiler: There is something in Title 5 that says students must be registered at the college. KDD: D. McClelland is going to bring that back, she has looked at some examples. We have to make sure we are compliant with Title 5. The college gets to define what we mean by registered and in good standing. That is a piece that will be coming back next time. R. Miyashiro: Good standing is codified in Title 5. I apologize, CLEP is in here. This body should determine the cut score, not the military. J. Young: Are you saying we should keep may in there for wiggle room? R. Miyashiro: What Title 5 and the Ed Code says is you can't be in good standing until you have

completed 12 units. For most Credit by Exam, you have to be in good standing to take Credit by Exam. That's why we have the 12-unit minimum. Otherwise, someone who gets 9 F's, can all of a sudden start taking a Credit by Exam. Then they will get college credit by Credit by Exam. KDD: Criterion for good standing is completing 12 units? R. Miyashiro: Yes, both in the Ed Code and Title 5. J. Shankweiler: So how are these other schools doing this? R. Miyashiro: They are doing this thru 8288 or ignoring Ed Code, which wouldn't be the first time. D. McClelland: I have 10 examples of other Community Colleges that have this exception. KDD: Janet, are the students you are referring to AB 288 students? Are they on career pathways? J. Young: Yes. That is generally the audience asking for this exemption. R. Miyashiro: AB 288 has a loophole around it. J. Shankweiler: Many are AB 288, but sometimes we have Career and Technical pathways at Charter Schools which cannot be AB 288.   J. Young: I know that Lillian Justice is in favor of this exemption. R. Miyashiro: I wrote the exemption at Long Beach when Lillian and I worked there. We wrote an exemption for all college sponsored programs.   KDD: Let's do some consulting and bring this back for some more discussions. We'll touch base with R. Miyashiro.

P. Marcoux: Maybe someone in the room has a point they want to bring up now. S. Bray: I had a discussion with a fellow counselor. With students who are taking languages, I'll give an example. Let's say you have a student who is a native Spanish speaker or maybe they took Spanish in high school. They take Spanish 1 here. They could potentially get blocked from that class. The professor might say they need a higher level of Spanish. Someone had a student in that situation, they were taken out of Spanish 1 and put into Spanish 52A, which is Spanish for native Spanish speakers. Then the student decided they wanted to be a Spanish major. Then they needed Spanish 1 & 2. They couldn't get that class anymore, because once you take 52A, you can't do Credit by Exam for Spanish 1 or 2, because you have already taken a higher level. That could be a little problematic for students that want to get that extra bump in the associate transfer degree. I think that language might be the only situation where a student would get taken out of a class and put into a higher class. KDD: Is there an appeal process? S. Bray: I'm not sure, but I wanted to throw that out.

D. McClelland: Under point 7, under eligibility requirement. The last sentence, are "exempt" from the 15 semester units. The point that was brought up in our committee is if a student is an AP student, and they've taken all these classes, and they come in with 24 units from high school, they worked hard and they should get credit for it. There is also the perspective of "What does the ECC degree mean? Do we really want students who have come to a college where you only need 60 units for a degree but they have already taken 25 or 30 of them in high school?" That is both sides of the issue. Our committee voted to put this change in, but I'm happy to hear if anyone has an opinion on this issue. KDD: This would mean there is no limit on the number of AP units that students would get credit for here at El Camino. R. Cerofeci: There has to be a pretty small population who is coming in with that many units. P. Marcoux: We want those guys. C. Wells: Do we get credit for their degree? KDD: Yes. J. Troesh: This is beyond the budget. Society has given the student an opportunity and said if you do these AP courses, if you do this extra work, you can avoid doing this at the college. We should have an obligation to fulfill that promise that those students got in high school. D. McClelland: These are clarifications under fee requirements. Students were having trouble with where to process things. Students were trying to pay in the Admissions Office, so we are just clarifying things. We also added a sentence that fee waivers do not apply to Credit by Exam. Again, this is because students were coming in trying to get their BOG fee waiver to cover their Credit by Exam. Under the procedure for earning Credit by Exam, we are adding the phrase, "upon request students shall be provided with a copy of the course outline of record to aid them in making the decision in whether or not to petition Credit by Exam. Again, that is what is currently happening.   KDD: We talked about maybe talking to A&R, instead of saying "upon request", maybe that can be part of their regular practice. Maybe these can be posted to the website. J. Young: In our new online catalog system, all courses listed under Credit by Exam will have a live link to the course outline. KDD: Awesome. They can be directed to the website and the catalog.   The last change under restrictions, on units earned by Credit by Exam, we again said, advanced placement in International Baccalaureate credit are exempt. KDD: We will bring that one back next time.

AP 4236 Military Credit: 1ˢᵗ Reading (pg. 45)

D. McClelland: This is currently AP 4236, credit for military service. There is a new legally mandated AP that deals with advanced placement. We are not changing the procedure at all, we need to renumber it to 4237. Then we can bring in the new legally required 4236. It is just a numerical change. KDD: For the 2ⁿᵈ reading we will have a motion. The new one is coming, we do not have it yet.

Program Evaluation Task Force: Horticulture 1st Reading – Task Force Members (pgs. 46-50)

KDD: I am going to ask J. Shankweiler to come up because we were co-chairs. This Task Force met during the 2016-17 school year. We needed the intervening time to look at a couple of issues and that is why it has taken some time to bring it to you. AP 4021, Program Discontinuance, which came to this body in 2014. This sets up a process that if questions are being raised, about the viability of a program, you convene a task force. The task force needs to have on it, J. Shankweiler and I are the co-chairs, it needs to have on it 2 deans, 2 faculty, and we are the voting body. Then in a consultative role, we have Institutional Research. You can see who the committee members were for this program evaluation. We worked in the fall 2016, spring 2017. In particular, Horticulture came to us because of declining enrollment and the fact that they no longer have a full time faculty member. Senate approval for this recommendation of this task force isn't required, but J. Shankweiler and I felt like it was important to bring it to this body so you could have input. Please go to page 46 & 47 in your packet, there is the overview. I am jumping to page 49. One of the things this task force did, we asked IR and consulted as a group and determined what kind of information we wanted to get in order to make a decision or a recommendation.   We got info about the ECC Horticulture program, we got info about labor trends, and about peer institutions. In terms of data on our horticulture program. The success and retention rates have been in the time period that we looked, from 2005-2016, have been lower than the colleges average. The enrollment peaked to 131 students in 2010, then over time decreased to 79. J. Shankweiler: If you recall, in 2010, students signed up for anything they could get because there were lines out the door. That was the only years that any horticulture class filled. The fill rates are hovering around 70% from 2006-2016. There was a low of 49%. What do we typically require to run a course, J. Shankweiler? J. Shankweiler: 80%. KDD: During an 11 year period, 21 degrees and 30 certificates were awarded. In terms of local horticulture programs, there are a number of them that are vibrant. LA Pierce has one full time faculty member. Most have 3 full time faculty and a number of adjuncts. They have something like 9,000 square feet of programs. One of our issues here on campus is that we have a very small greenhouse with no room to expand. It isn't functioning, you can only be in there during daylight hours because there is no lighting. When we look at our competitors, they far outpace us in terms of the services they provide their students. In terms of the labor market, the horticulture program sort of falls into the gap. Most of the landscaping jobs just require a high school diploma, not a certificate or degree. If you look at a related field, Landscape Architecture, you need a Bachelor's degree. Horticulture is a different path or track. Irene do you want to add anything from the data? I. Graff: On page 50, 85% of horticulture jobs can be filled with a high school diploma. KDD: This is the summary of what we did and the institutions that we reviewed. El Camino doesn't have a 4 year program in which to feed our students. We have had continued challenges recruiting adjuncts. Without adjuncts it is very difficult to offer the courses. J. Shankweiler: At this point, I think we only got 1 applicant.

Some of the questions the committee considered is might we find homes for some of the courses that do have fill rates? Amy Grant, our dean for Natural Sciences, did some investigating for us. There is an important difference between Horticulture, which is more landscape oriented versus Landscape Architecture. To be able to shift these classes from the Horticulture program, into Architecture is going to require major reworking of the whole curriculum. It is not just a matter of taking the course part and parcel and moving it to another division. J. Shankweiler: She worked closely with the dean of Industry and Tech to see if we could move Landscape Design into Architecture. KDD: How are we going to transition these students out? This is a pretty long trajectory. Any student who has taken a Horticulture class since Fall 2017, will be contacted. J. Shankweiler: We have 2 Natural Science people leaving. Didn't you discuss it at the meeting? There wasn't great support for keeping it, right? (Both nodded their heads.) KDD: The teach out runs from Fall 2018 to Spring 2021, provided we are able to find adjuncts to teach these classes. Are there any questions? The taskforce unanimously recommends discontinuing the Horticulture program at El Camino College. This is a first reading. R. Cerofeci: Once a program does leave, is it difficult to get it back? J. Shankweiler: There is a difference between inactivation and discontinuance. If we inactivate, it just goes through Curriculum and gets reactivated. If it is discontinued, it ceased to exist. You would have to rewrite the curriculum. In this case, it wouldn't be a bad idea. R. Cerofeci: We could get it back. What if there was a need? J. Shankweiler: We could do it, there would have to be a need. Food, Culinary arts, 15 years ago. KDD: You are asking is the door forever closed and the answer is no. C. Wells: Does this include the regional impact? There are surrounding programs that have viable programs. How can we help our students transition? J. Shankweiler: The teach-out plan is more what semesters we would offer courses so that students could take them. And then advertise to the students. If we can't find instructors, we'll have to be recommending

local schools that offer it.   C. Wells: Are there alternatives? Could we support students if they wanted to go to Long Beach? J. Shankweiler: We would do some of the research for them. We would have to survey how many students we have. I'm not sure how many students our teach-out plan will apply to. KDD: Can you share anything with us that we could pass on to our students? We want to make that transition easier. Seranda, if you guys have a student who needs to shift to another Community College because their program has been discontinued, do you do work to help them with logistics? S. Bray: Yes. C. Wells: I remember with Long Beach City cancelled a number of programs. They did a good job of communicating. R. Miyashiro: I was there when that happened. Long Beach was required to go out to surrounding Community Colleges. Identify to the students which schools had which programs. It was LBCC's responsibility to create a MOU that they would take those students. For example, for airplane mechanics programs, they had to go to Orange Coast. So they had to make an agreement with Orange Coast. J. Shankweiler: Whose responsibility was it? R. Miyashiro: I think the state.s. KDD: As Jean mentioned, this is our first reading. You'll get another chance to talk about it. R. Miyashiro: There is a discontinuance.

Training and Certification for Canvas: 1ˢᵗ Reading – Renee Galbavy (pgs. 51-54)

We will need to table this for next time.

H. FUTURE AGENDA ITEMS

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

I. PUBLIC COMMENT

Hi, I am Alex. I am the Director of Finance for the Associated Students Organization. I am here to mention that ASO is pushing towards an initiative to raising the student activity fee from $10 to $15 for the fall 2018-2019 school year.

J. ADJOURN
The meeting adjourned at 2:02 pm
TG/ECC Spring 18

Support Student Success and El Camino College Enrollment Goals

Please Remind Your Students:

Check their MyECC Portal for their registration time/date (Summer and Fall 2018)
- Summer Registration
  - Summer registration dates/times have been posted!
  - Registration for summer begins on May 15th
  - First payment deadline for summer is May 31st
- Fall Registration
  - Check portal on May 24th for fall registration date
  - Registration for fall begins Monday, May 29th
  - First payment deadline for fall is June 23rd

See a Counselor
- Make appointment [online](#)
  - Appointments become available EVERY Thursday at 1pm
- Same day appointments
  - Students can also check about same day appointment by going to the   Counseling Office in the Student Services Building
    - Monday-Thursdays (8am-7pm)
    - Fridays (9am-1pm)
  - If students need assistance with scheduling an appointment call 310-660-3458

"See attached for more information about Counseling Appointments"

EL CAMINO COLLEGE
COUNSELING & STUDENT SUCCESS
Counseling Majors & Special Programs
Drop-in Schedule – Spring 2018

Hours are subject to change. Please call (310) 660-3593 x3458 to inquire.

Beh. & Soc. Science	Business	Fine Arts	Health Sciences
Cheryl Kroll* MT 11:30am-12:00pm WR 12:00pm-12:30pm (SSC 212) **Rousana Miranda** M 12:00pm-1:00pm W 4:00pm-5:00pm (SSC 108F)	**Stephanie Bennett*** M 1:00pm-2:00pm W 2:00pm-3:00pm (SSC 102E) **Margaret Miranda** T 2:30pm-3:00pm R 11:30am-12:00pm (SSC 104D) **Rousana Miranda** M 12:00pm-1:00pm W 4:00pm-5:00pm (SSC 108F)	**Kelsey lino*** TR 2:30pm-3:30pm (SSC 108G) **Monica Lanier** T 10:30am-11:30am W 12:00pm-1:00pm (SSC 108H)	**Janice Pon-Ishikawa*** M 1:30pm-2:30pm W 6:00pm-7:00pm (SSC 108A)
Humanities **Sabra Sabio*** W 2:00pm-3:00pm (SSC 104K) R 11:00am-1:00pm (Humanities Bldg.)	**Industry & Tech** **Valencia Rayford*** T 4:00pm-7:00pm (ITEC Start Center)	**Mathematical Sciences** **Ken Key*** M 4:30pm-5:30pm (SSC 102C)	**Natural Sciences** **Atheneus Ocampo*** (SSC 102A)

Special Programs

Athletics	Career	Financial Aid	International Students
Kelsey lino M 10:00am-11:00am T 10:30am-11:30am (SSC 108G) **Chris Jeffries** M 11:00am-12:00pm R 12:00pm-1:00pm (SSC 104C) **Stephanie Bennett** R 11:00am-12:00pm (SSC 102E)	**Yamonte Cooper*** M 2:00pm-3:00pm (SSC 108I) **Leslie Meza+** Th: 12pm-1pm (SSC 108B) **Valencia Rayford** M 10:30am-11:00am W 1:30pm-2:00pm (SSC 108C)	**Veronica Casillas*** T 11:30am-12:30pm (SSC 108J)	**Amy Herrschaft*** M 3:30pm-4:30pm & 6:30pm-7:00pm TWR 12:30pm-1:30pm (SSC 108D) **Margaret Miranda+** W 1:30pm-2:30pm & 6:00pm-7:00pm (SSC 104D)
Student Success (SSP) **Dora Miranda** W 1:00pm-2:00pm & 4:30pm-5:30pm (RISE Center – SSC 213)	**TOP** **Rocio Diaz** T 9:00am-11:00am (RISE Center – SSC 213) **Ruby Padilla** W 12:00pm-2:00pm (RISE Center – SSC 213)	**Transfer** **Rene Lozano*** T: 6:00pm-7:00pm (SSC 102G) **Lesley Meza+** M 10:00am-11:00am (SSC 108B) **Monica Lanier** M 2:30pm-3:30pm (SSC 108H) **Rousana Miranda** TR 8:00am-9:00am (SSC 108F) **Atheneus Ocampo** R 10:30am-11:30am (SSC 102A)	Lead Person * Attends division/curriculum meetings, presentations, updates, in-service, guide sheets Back-up to Lead + M - Monday T - Tuesday W - Wednesday R - Thursday

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE

CREDIT BY EXAMINATION ACTION REQUEST

Credit by Examination requests must be reviewed and approved by the Division's Curriculum Committee prior to submission to the Curriculum Advisor, Lavonné Plum (lplum@elcamino.edu).

DIVISION: _____

The course/s listed below have been reviewed and deemed appropriate for credit by examination status, or are no longer appropriate and should be removed from the Credit by Examination list in the catalog.

Course Number and Descriptive Title	DCC Approval Date	Exam Currently Exists	Exam Will Be Created	Remove From List	Office Use Only

_____   _____

Division CCC Representative   Date

(Revised 5.5.18)

Members Present: Darcie McClelland Descalzo (Chair, NS); Charlene Brewer-Smith (IT); Gary Medina (LLR); Karl Striepe (BSS); Chris Jeffries (ECCFT); Vanessa Haynes (CEC); Deans Rep: Linda Ternes (Math);
Also Present: Carolee Vakil-Jessop (ECCFT)

1. **AP 7160**
   - The Professional Development Committee meets at the same time as EPC. Lisa Mednick will give written feedback to Darcie, but EPC will review AB 7160 and send forward to the Academic Senate.
   - Corrections were made, including:
     1. ECCD should be "ECCCD"
     2. Switch the order of two paragraphs: "The Faculty Development Committee (FDC)…"   and "The Classified Staff Professional Development Committee…"
     3. To the list of members of the professional development advisory committee (first page), add "The" to #4 (i.e. "The Academic Senate President")
     4. Add "a representative of the El Camino College Peace Officers Association (ECC POA) to the Professional Development Advisory Committee.
     5. Do we need VPSS or designee on the PD Advisory Committee?
     6. Add: "For information about faculty professional development, see [insert link to matrix here]" in next to the last paragraph.
   - Darcie will research our questions and bring back. AP 7160 now ready for senate.

2. **AP 4236**
   - AP 4236 is now **AP 4237. Approved.** Send to Academic Senate.

3. **AP 4235: Credit by Examination**
   - NOTE: VP Ross Miyashiro asked EPC to add "5 or higher on an IB examination"
   - Add: "For more information on Credit by AP or IB exam…. Please see AP 4236, Advanced Placement and International Baccalaureate Credit.
   - Janet Young requested the exemption for residency requirement if the course is articulated with a high school/adult school of ROP CTE.
   - Question: Do we need to change the maximum amount of units? Discussion included: Why not accept general credit if the student earned it?
   - Add to the Restriction on Units: Advanced Placement and International Baccalaureate are exempt from the maximum of 15 semester units.
   - Question re Faculty Compensation in credit by examination: Do we need to specify FT vs. PT rate? Chris J. and Carolee V-J said they would look into it.
   - Add "upon request" under Procedure for Earning Credit by Examination. Also add "Fee waivers do <u>not</u> apply to credit by examination."
   - Under "Fee Requirements" add to first sentence "and paid at the Cashier's Office."
   - AP 4235 will be sent to Academic Senate.

4. **AP 4236** was tabled until the next meeting.

Respectfully,

Linda Ternes

Spring 2018 SLO Training Schedule:
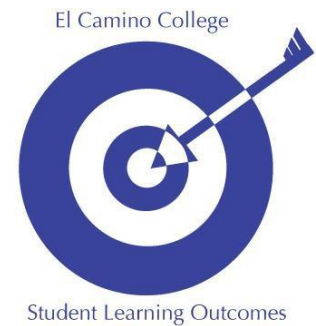
Entering Spring 2018 Assessments: working workshop.

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

All Spring 2018 reports should be entered into Nuventive (formerly TracDat) by

Friday, September 14!

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

To register for a training log into: http://elcamino.flexreporter.com
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Jenny Simon (jsimon@elcamino.edu)

Administrative Procedure 4235   **Credit by Examination**

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

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

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

- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board or 5 or higher on an International Baccalaureate examination. Faculty in the discipline will determine the tests and scores applicable for local degree credit. The tests and scores will be published in the college catalog.

- Achievement of an examination administered by other agencies approved by the college.

Eligibility Requirements

1. A student must have completed 12 semester units at El Camino College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at El Camino College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed. Students ~~may~~ shall be exempt from the residency requirement if the course is articulated with a high school/ adult school or Regional Occupational Program Career and Technical Education (CTE) pathway provided that they are registered at the college.

2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required.

3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the dean and faculty who normally teach the course.

> **Commented [DD1]:** clep

4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by the dean and faculty who normally teach the course.

5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.

6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the dean and faculty who normally teach the course.

7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this maximum.

Fee Requirements

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

Procedure for Earning Credit by Examination

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

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

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

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

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

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

Restrictions on Units Earned through Credit by Examination

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

Faculty Compensation

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

References:
Title 5 section 55050
Agreement Between El Camino Community College District and El Camino College Federation of Teachers, Article 10, Section 20 Credit by Exam.
The Academic Senate for California Community Colleges, "Awarding Credit Where

Credit is Due," Spring 2014.

El Camino College
Approved: 4/17/17

Administrative Procedure 4236 4237   **Credit for Military Service**

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

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

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

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

References:
California Senate Bill 466.
American Council on Education, *Guide to the Evaluation of Educational Experiences in the Armed Services.*
California Community Colleges Chancellor's Office, *Awarding Community College Credit for Prior Military Experience*, March 2016.
Education Code Section 66025.7

Board Approved: 12/19/16

EPC 4/24/18

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

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

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

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

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

The task force also reviewed:

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

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

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

The task force also noted:

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

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

The task force recommended the following next steps:
1. Present the data and a recommendation to the Academic Senate.
   Action: Presentations to Senate May 1st and May 15th, 2018.

2. Investigate relocating select horticulture courses to relevant departments.
   Action: Dean Amy Grant investigated. The nearest fit would be Environmental Technology or Architecture in the Industry and Technology Division. However, the focus of horticulture is the care and culture of plants. The focuses of environmental tech/architecture are the landscaping, design, and materials. While some horticulture content might fit into a landscape architecture course, the bulk of each course will have a much different focus. As a landscape architect explained, the horticulture program trains nurserymen and gardeners that nurture the plants, while a landscape architecture program focuses on the design of outdoor areas to create an effect.

3. Develop a plan for the discontinuance of the Horticulture Program, including strategies to inform and support current students.
   Action: Developed by Dean Amy Grant, starting Fall 2018 and continuing through Spring 2021.

Updated 4.24.18

Plan for the Discontinuance of the Environmental Horticulture Program

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

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

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

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

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

El Camino College
Horticulture
Program Viability Data

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

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

Highlights

- Enrollment in the El Camino College Horticulture program reached a peak of 131 students in Fall 2010. After this term, enrollment steadily decreased to 79 students in Fall 2015 (*1-Horticulture_Program Data*).

- On average, 60% of students who enrolled in Horticulture were male, 44% were Latino and 31% were working adults (ages 25-39) *(1-Horticulture_Program Data).*

- The average Horticulture FTES from 2009-2010 to 2015-2016 was 29.19 *(1-Horticulture_Program Data).*

- From 2006-2016, Fall and Spring course fill rates averaged 69.6% and 67.7%, respectively *(1-Horticulture_Program Data).*

- From 2005-2006 to 2015-2016, El Camino College has awarded 21 degrees and 30 certificates in Environmental Horticulture *(1-Horticulture_Program Data).*

- Local community colleges that have robust Horticulture programs include Saddleback College, Mt San Antonio College, and Orange Coast College. These colleges offer a variety of specializations and have dedicated space on their campuses for their Horticulture programs (*2-Horticulture programs_local CCs).*

- Horticulture occupations included in this labor market analysis are farmer and rancher, grounds maintenance worker, landscaping worker, first line supervisor, and landscape architect (*3-Labor Market-Horticulture (final)).*

- The academic requirements for horticulture occupations show the majority needing high school diplomas, whereas, the majority of positions for landscape architect require a Bachelor of Arts degree (*3-Labor Market-Horticulture (final)-See Table 2).*

- Horticulture jobs in California and Los Angeles County are projected to increase over 10 years by 2.9% and 0.9% respectively, however, they are expected to increase below the national projection of 5.3% (*3-Labor Market-Horticulture (final)-See Figure 2).*

- In 2017, landscaping workers comprise 85.8% of horticulture jobs. Farmer and ranchers, and first line supervisors are projected to decline by -39.8% and -4.7% respectively, whereas, grounds maintenance workers, landscaping worker, and landscape architect are projected to increase by 4.5%, 2.3% and 2.3% respectively between 2016-2025 (*3-Labor Market-Horticulture (final)-See Table 4*).

- Awards of degrees and certificates have been in the decline since 2003, nationally (-12.7%), in California (-5.6%), and in LA County (-8.4%). El Camino awarded 4 degrees and 3 certificates in 2014-2015 academic year (*3-Labor Market-Horticulture (final)-See Figure 5 and Table 6 & 7*).

- Mt. San Antonio College in AY 2014-2015 had 433 enrollments, 20 section offerings, and 48 full-time equivalent students (FTES); in contrast, El Camino College had 146 enrollments, 7 section offerings, and 14 full-time equivalent students (FTES) (*3-Labor Market-Horticulture (final)-See Appendix, Table 1a-1c*).

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

Training	Description	Upcoming trainings
Canvas Trainings (These optional training courses do not count towards online teaching certification)	1) Canvas Basics (meets in-person): This optional training will cover the basics needed for navigating the Canvas Learning Management System (LMS) to support on-campus (f2f) classes. The training includes the Canvas interface, the dashboard, the different navigation bars, setting up your avatar, uploading your syllabus, creating assignments, uploading files, and utilizing student view. (2-4 hours training; 2-4 Flex hours) 2) Introduction to Canvas (entirely online): This optional training course expands on the Canvas Basics content, and is designed to provide a more comprehensive Introduction to the Canvas LMS. (1-3 weeks self-paced training; 9 Flex hours)	1. ECC (link and dates) 2. @One (link and dates)
Online Training Course (Required Certification course for teaching hybrid and fully online courses)	This entirely online course is built upon the standards of the California Community College Distance Education policies and procedures, and is a requirement for teaching online at ECC (unless qualified for the Online Training Waiver). In alignment with the Online Education Initiative Course Design Rubric, this course will instruct faculty on using the Canvas LMS to design an effective online class for maximizing student success and retention. It will focus on teaching strategies and practices that will meet federal and state regulations as well as accreditation requirements. (8 week training; 15 Flex hours)	1. ECC (link and dates) 2. @One (link and dates)

ONLINE TRAINING WAIVER (APPLICATION AND QUALIFICATIONS)

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

Administrative Procedure 7160 | **Professional Development**

The El Camino Community College District (ECCCD) plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the district's mission. The ECCCD will evaluate these programs and use the results of the evaluation as the basis for improvement.

~~The District shall establish a professional development plan consistent with the Master Plan, District strategic priorities, and the mission of the ECC Professional Development Department. in consultation with college constituencies.~~

The Superintendent/President shall annually submit to the State Chancellor an affidavit that contains all of the following:

- A statement that ECC has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs;
- ECC has completed a campus ~~human development resources~~professional development plan for the current and subsequent fiscal years; and
- A report of the actual expenditures for faculty and staff development for the preceding year.

The District shall establish a professional development advisory committee composed of administrators, faculty, and classified staff representatives, including:

1. ~~The Vice President of Human Resources (or designee)~~ The Vice President of Student Services (or designee)
2. The Vice President of Academic Affairs (or designee)
3. The Professional Development Supervisor
4. The Academic Senate President
5. The Academic Senate Vice President of Faculty Development
6. An ECC Federation of Teachers representative
7. An ECC Classified Employees representative
8. A classified staff member of the Classified Staff Professional Development Committee.
9. A representative from the ECC Police Officer Association.

The purpose of the advisory committee is to consult and collaborate with faculty, classified staff and administrators on the assessment of faculty and staff development needs and in the design of the plan to meet those needs. For classified staff professional development, the advisory committee collaborates with the Professional Development Supervisor and the Classified Staff Professional Development Committee. For faculty professional development, the advisory committee consults with the Academic Senate, through the Faculty Development Committee.

The Classified Staff Professional Development Committee collaborates with the Professional Development office on planning and decision making about classified staff professional development. Contractual changes are made in negotiation with the ECC Classified Employees.

The Faculty Development Committee (FDC), a subcommittee of the Academic Senate, represents the faculty in planning and decision making about faculty professional development~~programming~~. Per BP 2510, policies and procedures for faculty professional development are made in collegial consultation with the Academic Senate and changes are made in mutual agreement with the Board of Trustees. Contractual changes are made in negotiation with the ECC Federation of Teachers.

Commented [MG1]: This revision was triggered by 2015 Ed Code changes.

Commented [MG2]: This paragraph is from the CCLC template.

Commented [MG3]: This was moved below and edited a bit.

Commented [MG4]: This is from the CCLC template and is legally advised for Districts that participate in the Community College Professional Development Program (meaning, I think, we get money from the CCC system for PD because it is part of our contractual hours).

Commented [MG5]: Ed Code section 8151 requires the creation of a professional development advisory committee that helps develop a PD plan in order to receive PD funds.

Commented [MG6]: The CCLC template suggests that separate processes be explained for administrators, faculty, and classified staff. I'm not sure what the process is for administrators, although it might just be that the area VPs make the decisions.

The professional development plan will be consistent with the Comprehensive Master Plan and district strategic planning priorities. The professional development plan shall be submitted [annually] to [insert destination here]. The professional development advisory committee, the Classified Staff Professional Development Committee, and the Faculty Development Committee shall review and endorse the professional development plan before submission and publication. To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

1. Institutional planning priorities, including student success
2. Results of needs assessment surveys and evaluations of previous professional development activities
3. Input from the college constituent groups
4. Legal mandates

Professional development activities, guidelines and processes including information about the professional development program are published on the District website.

Professional development activities may include, but are is not limited to:

1. Improvement of teaching
2. Improvement of services to students
3. In-service training for vocational education and employment preparation programs
4. Intersegmental exchange programs
5. Institutional effectiveness
6. Development and maintenance of current academic and technical knowledge and skills
7. Institutional effectiveness and training to meet institutional needs and priorities
8. Development of innovations in instructional and administrative techniques and program effectiveness
9. Courses and training implementing equity programs
10. Instructional and workforce technology
11. Training required by laws, codes, and regulations
12. Other activities determined to be related to educational and professional development.

Professional development activities, guidelines, plans and processes including information about the professional development program are published on the District website.

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. The Academic Senate will be consulted in the planning of faculty professional development activities.
See also BP 7340 Leaves of Absence

References:
Accreditation Standard III.A.1415
Education Code Sections 87150 et seq., 87767, 88220, and 88227
Title 5 §53200, 55724

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Commented [KD7]: Suggestion from IR&P made at Council of Deans meeting.

Commented [MG8]: Moved below.

Commented [MG9]: This list has been edited to include a couple missing topics from Ed Code 87153. Equity should definitely be In there – although the Ed Code is from 1988 and calls it affirmative action.

Commented [MG10]: BP 7340 doesn't say anything about PD.

El Camino College Adopted:
March 17, 2014

Revision Consultation
EPC: 5-8-18
FDC:
ECCFT:
ECCCE:
Deans Council: 5.10.18
AS:
College Council:

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: Insert Date

Name of Institution: El Camino College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Enrollment Management: Retention of Students	1. Upgrade and recast Schedule of Classes 2. Integrate easily accessible data and predictive analytic tools for developing schedules that promote access and completion 3. Standardize scheduling processes across the academic divisions 4. Consult with Academic Senate on the unique role faculty members play in supporting student success through communicating enrollment periods, important deadlines and milestones to their students.	VP/AA and VP/SS VP/AA and Enrollment Mgmt. Committee Curriculum Chair? VP/AA Academic, Senate, Marketing and Communications, VP/AA and VP/SS	Developed during fall 2018 and Implemented by June 2019 for fall 2019. Completion Complete of the ECC Enrollment Management Plan implementation	a. Develop model for Process map the ideal scheduling process business goal b. Conduct visits to other colleges with robust data analytics tools c. Evaluate options for data analytic tools for use in scheduling d. Select and implement the appropriate tool e. Train staff on the business model process model and use of the tool f. Evaluate outcomes g. Implementation of College Scheduler to produce student demand data to help support the above action steps h. Continuation Continue of the implementation of the Enrollment Management Plan	a. Implementation of College Scheduler b. Implementation of Curriculum, catalog, and class schedule software c. Workgroups of faculty and Deans to form a "student centered" schedule. d. Completion of the 2016-19 Enrollment Management Plan and evaluation of its effectiveness. Development of the next three-year Enrollment Management Plan	a. College Scheduler is in the beginning stages of implementation b. Three catalog/curriculum systems were evaluated and a recommendation is being made to purchase one of the three. It does not include a class schedule module so we will need to identify that resource.
B. Enrollment Management: Technology Capacity, Standards and Planning	1. Re-focus the Technology Committee on developing broad, strategic direction of technology throughout the college 2. Integrate and align the Academic Technology Committee work with the work of the Technology Committee. 3. Establish long-range resource plan for technology at El Camino College 4. Assure that all software packages support the strategic direction of the college, and interoperability is considered. 5. Complete the implementation of Colleague per the 2017/18 Ellucian assessment 6. Research and evaluate the concept of "business or functional analysts" embedded in various areas of the college.	Superintendent-President: VP/AS, Chief Technology Officer, Tech Committee VP Academic Technology/Academic Technology Committee	January 2019: The Technology Committee will create a priority technology list based on phases of building upon packages and a timeline to exemplify this phase progression.	a. Review the 2016 Technology Master Plan. b. Review the current charter of the Technology Committee and reaffirm a focus on strategic technology planning. c. Complete the timeline for implementing Colleague features as outlined in the 2017-18 Ellucian assessment recommendations. d. Review functional analysts job descriptions from other colleges e. Discuss the need for such positions at ECC f. Determine next steps (funding, ECCE)	a. Meeting notes to show solution criteria, prioritization exercises and discussions, and produce the required outcomes (timeline and priority list) b. Delete?	a. The Technology Committee will conduct its annual evaluation in Spring 2018 and use the results to guide the discussion regarding its purpose, scope and charter

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Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
C. Enrollment Management: Technology Issues	1. Set up Transfer Equivalency Tables in Colleague to support robust Educational Planning Process. 2. Implement electronic education plans that are accessible to students. Include a degree audit function. 3. Improve the student portal and enable use on mobile devices. 4. Repair broken links on website: improve mobile accessibility 5. Since this recommendation touches on Core Services, do we want to address our plans/goals for the online orientation?	VP/SS Dean of Counseling and Student Success Curriculum Chair? Articulation Officer? Ex. Director of Marketing and Communications	Setup the Colleague Equivalency/Transfer tables for all area colleges/universities by spring 2019. Courses must be setup from 2014-2015 forward. Release an automated student education plan system by fall 2019 Repair and refocus the El Camino College web pages	a. Conduct visits to other colleges with robust educational planning processes/tools. b. Evaluate options for educational planning tools and select the appropriate tool for El Camino College. c. Implement and evaluate the use of the new tool. d. Continue to implement updates to website and mobile accessible site. e. Train a functional analyst, A&R technician and evaluator on the process to populate the Transfer/Equivalency table and release the staff members for the project. f. Need to involve counselors here?	a. Setup of Colleague equivalency/transfer table by years – 2014-2015; 2015-2016; 2016-2017; 2017-2018; and 2018-2019. Each year is a milestone. b. Implementation of a student education plan system c. Confirmation from Marketing & Communications that all web sites are repaired and refocused	a. Meetings are setup to review web pages in May and June. b. Marketing and Communications Dept. has contracted with a consultant to repair broken links, improve mobile accessibility of the ECC website. Work should be done by June 30, 2018

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Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
Enrollment Management: Retention of Students	1. Upgrade and recast Schedule of Classes 2. Integrate easily accessible data and predictive analytic tools for developing schedules that promote access and completion 3. Standardize scheduling processes across the academic divisions 4. Consult with Academic Senate on the unique role faculty members play in supporting student success through communicating enrollment periods, important deadlines and milestones to their students.	1. Class Scheduling software 2. Faculty release time 3. Staff time to implement software packages 4. Revamp online class schedule to improve search-ability	$150,000.00
Enrollment Management: Technology Capacity, Standards and Planning	1. Re-focus the Technology Committee on developing broad, strategic direction of technology throughout the college 2. Establish long-range resource plan for technology at El Camino College 3. Assure that all software packages support the strategic direction of the college; and interoperability is considered. 4. Complete the implementation of Colleague per the 2017/18 Ellucian assessment 5. **Research and evaluate the concept of "business or functional analysts" embedded in various areas of the college.**	1. Committee Charge and more meetings (possibly a retreat to refocus the committee. 2. Training and technical assistance on the Ellucian products 3. Functional analysts to take over the day-to-day software package maintenance.	$30,000.00
Enrollment Management: Technology Issues	1. Set up Transfer Equivalency Tables in Colleague to support robust Educational Planning Process. 2. Implement electronic education plans that are accessible to students. Include a degree audit function. 3. Improve the student portal and enable use on mobile devices. 4. Repair broken links on website: improve mobile accessibility.	1. Back-fill for positions that will be focused on table setup for one year 2. Software cost for student plan program and implementation. 3. Various staff to attend meetings for the Web Master to repair and refocus the various web sites 4. Enrollment management recruitment tool	$20,000.00
Total IEPI Resource Request (not to exceed $200,000 per college)			$200,000.00

Approval
Chief Executive Officer

Date:

Name:

Signature or E-signature:

Collegial Consultation with the Academic Senate
Academic Senate President
(As applicable: duplicate if needed for district-level I&EP)

Name:

Signature or E-signature:

Date:

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