Academic Senate of El Camino College 2016-17

November 15, 2016

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

Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Lance Widman**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton Center	**Paul Flor**	Curriculum Chair	**Allison Carr**
VP Educational Policies	**Chris Gold**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Dustin Black (BSS)	16/17
Karl Striepe (BSS)	16/17

Behavioral & Social Sciences

Stacey Allen	16/17
Kristie Daniel-DiGregorio	17/18
Chris Gold	16/17
Lance Widman*	17/18
Michael Wynne	17/18

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Nic McGrue	16/17
Josh Troesh	18/19

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Counseling

Anna Brochet	18/19
Yamonte Cooper	17/18
Rene Lozano*	16/17

Library Learning Resources

Mary McMillan	18/19
Noreth Men	18/19
Claudia Striepe*	18/19

Fine Arts

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

Health Sciences & Athletics/Nursing

Andy Alvillar*	16/17
Traci Granger	16/17
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

Rose Ann Cerofeci	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
Adrienne Sharp	18/19

Industry & Technology

Ross Durand	18/19
Mark Fields	18/19
Patty Gebert	18/19
Lee MacPherson*	18/19
Jack Selph	18/19
Charlene Brewer-Smith (alt)	16/17

Mathematical Sciences

Megan Granich*	16/17
Matthew Mata	17/18
Jasmine Ng*	16/17
Benjamin Mitchell	16/17
Catherine Schult-Roman	18/19

Natural Sciences

Mohamad Abbani	16/17
Sara Di Fiori*	18/19
Troy Moore	18/19
Ryan Turner	16/17
Anne Valle	18/19

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Amy Grant

Ex-officio positions

Chris Jeffries	ECCFT
Nina Velasquez	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.
*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

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 [*unless otherwise noted], 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2016: September 6 & 20, October 4 & 18, November 1 & 15, December 6.
SPRING 2017: February 21, March 9* & 21, April 4 & 18, May 2, 16, & 30 (tentative).

CEC ACADEMIC SENATE MEETINGS:
Thursdays following ECC Senate meetings [*unless otherwise noted], 1-2 p.m., Compton Center Board Room.
FALL 2016: September 8 & 22, October 6 & 22, November 3 & 17, December 1* & 15*.
SPRING 2017: February 2 & 16, March 7* & 16, April 6 & 20, May 4.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/28, 2:30-4, Admin 131.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.
College Curriculum. Chair: Allison Carr. 2nd & 4th Tuesdays, 2:30-4:30, Admin 131.
Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2, Social Sciences 123.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Board Room.
Calendar. Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Admin 131.
College Technology Committee. Chair: Art Leible. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Council of Deans. Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thursdays, 8:30-10, Admin 131.
Distance Education Advisory Committee (DEAC). TBA.
Enrollment Management. Chairs: J. Shankweiler & J. Nishime. Senate reps: Sara Di Fiori & Chris Jeffries, 4th Thurs., 1-2, LIB 202.
Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Lance Widman & Josh Troesh, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2nd Thurs., 1-2, LIB 202.

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

El Camino College Academic Senate 2016-2017 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:
   - 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 begin revising Faculty Handbook,
   - Maintain communication and effective collaboration with ECC Federation of Teachers.

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

   Measures:
   - Provide an orientation at the start of the academic year,
   - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
   - Encourage greater participation of senators in meetings and other activities of Senate,
   - Execute Senate Office relocation while maintaining a strong physical presence on campus,
   - Establish initiatives to recognize faculty who achieve tenure.

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 Enrollment Management initiatives through ongoing communication and faculty involvement,
   - 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.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
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
CEC	Compton Educational Center (El Camino College Compton Center)
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
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
MMA	Multiple Measures Assessment
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
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

Academic Senate of El Camino College 2016-17

November 15, 2016

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Office location: Schauerman Library, Room 273

Agenda and Table of Contents: Tuesday November 15, 2016

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

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 x3760, 16007 Crenshaw Blvd., Torrance, CA 90506.

ACADEMIC SENATE ATTENDANCE
11.1.16

Adjunct (1 year)
Dustin Black_____XX
Karl Streipe_____XX

Behavioral & Social Sciences
Stacey Allen_____XX
Kristie Daniel-DiGregorio_XX
Christina Gold_____XX
Lance Widman_____XX
Michael Wynne_____XX

Business
Kurt Hull_____
Phillip Lau_____XX
Nic McGrue_____XX
Josh Troesh_____XX

Counseling
Anna Brochet____XX
Yamonte Cooper_____XX
Rene Lozano_____XX

Fine Arts
Ali Ahmadpour_____XX
Daniel Berney_____XX
Diana Crossman_____
Russell McMillin_____XX
Chris Wells_____XX

Health Sciences & Athletics
Andrew Alvillar_____
Traci Granger_____XX
Yuko Kawasaki_____XX
Colleen McFaul_____
Russell Serr_____XX

Humanities
Rose Ann Cerofeci_____XX
Ashley Gallagher_____XX
Pete Marcoux_____XX
Christina Nagao_____XX
Adrienne Sharp_____XX

Industry & Technology
Ross Durand_____
Mark Fields_____XX
Patty Gebert_____XX
Lee MacPherson_____XX
Jack Selph_____XX
Ed Matykiewicz_____XX
Charlene Smith (alt)____XX

Library Learning Resources
Mary McMillan_____XX
Noreth Men_____XX
Claudia Striepe_____XX

Mathematical Sciences
Megan Granich_____
Matthew Mata_____XX
Ben Mitchell_____XX
Jasmine Ng_____XX
Catherine Schult-Roman_____XX

Natural Sciences
Mohamad Abbani_____XX
Sara Di Fiori_____XX
Troy Moore_____XX
Ryan Turner_____EXC
Anne Valle_____XX

President/Superintendent
Dena Maloney_____

Academic Affairs & SCA
Linda Clowers_____
Jeanie Nishime_____EXC
Jean Shankweiler_____XX

Assoc. Students Org.
Patrick McDermott_____XX

Compton Education Center
Paul Flor_____EXC
Chris Halligan_____XX

Ex-Officio Positions
Chris Jeffries (ECCFT)_____
Nina Velasquez (ECCFT)_____

Curriculum Chair
Allison Carr_____XX

Deans' Reps.; Guests/Other Officers:
Irene Graff_____XX
Carolyn Pineda_____
_____
_____

ACADEMIC SENATE MINUTES
November 1, 2016

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

A. CALL TO ORDER Senate President Kristie Daniel-DiGregorio called the fifth Academic Senate meeting of the fall 2016 semester to order on November 1, 2016, at 12:31 p.m. She apologized that the hard copies of the Senate packet were wandering around campus getting fresh air.

B. APPROVAL OF MINUTES
See pgs. 6-11 of packet for minutes from the October 20 meeting. There was unanimous approval of minutes.

C. OFFICER REPORTS

a.President – Kristie Daniel-DiGregorio (pgs. 12-18)

KDD welcomed Jackie Simms, Dean of the Mathematical Sciences Division. In 2002, Dean Sims started at ECC as an adjunct instructor in the math department and in 2004 she became a full-time instructor. She planned to serve as an Interim Associate Dean for a short period of time (1 year), but that position lead to her current role as dean. L. Widman asked if she had migrated to the dark side.

Fall Plenary for ASCCC is this Thursday - Saturday. In your packet there is a link for the resolutions that are being considered. KDD noted that she will be the representative and voting on behalf of ECC on these resolutions. KDD welcomed input on all of the resolutions, but there were a couple that we wanted to run past you. The two that seemed to get the most discussion at the Area C meeting were the proposal for a more flexible discipline for Emerging Career and Technical Education Fields. And also the modification of the CCCApply Standard Application. KDD asked C. Wells (CW) to give us a quick recap on these resolutions or anything else we should know about. CW: The Career and Technical Education (CTE) resolution seems to have a lot of concerns, because there is a group of people who think we are minimizing the academic integrity of those degrees. They want the ASCCC to explore establishing a discipline that doesn't require a Master's degree. That way the CTE Programs could be a little more nimble in particular related to the Strong Workforce Program. There is some political pressure to do this. KDD: is there is any feedback or comments concerning this resolution?

The other resolution is the CCCApply, and trying to accommodate our incoming non-credit students and recognizing that CCCApply is complex, complicated, and difficult to wade through. Our non-credit students may not be equipped for different reasons; no computer access, don't have the literacy skills, or they don't understand the difference between residency and immigration status. There was talk to alter the application, but B. Mulrooney said there are several questions on the application that are legally mandated. There is only so much we can do to revise CCCApply. This proposal is to have an alternate for non-credit students that would also be available in paper version. C. Wells: The way around this is to have someone help non-credit students with the application, not to change the application itself. KDD welcomes our input because this will be her first plenary.

Other ASCCC news: the Exemplary Program Award: Contextualized Teaching and Learning. Today is the deadline at 4 pm. The applications need to be emailed to KDD, and the selection committee will take a look at all submissions. We are working with Dr. Maloney to get her support to advance one of the

applications. There will be two programs statewide that will be rewarded with $4,000 for being recognized as exemplary programs.

KDD directed senators' attention to a handout about Canvas, and noted that we want to share what will be happening with the transition to a new learning management system (LMS). The Distance Education Department and Professional Development are hard at work behind the scenes to assist with this transition. A little background: We had a Task Force 2015-2016, chaired by C. Gold and P. Marcoux, to see if we should switch from Etudes to Canvas. This would be the platform for all online, hybrid, & face-to-face courses. There was extensive consultation, town-hall meetings, senate discussions, and surveys. ECC wanted to be a part of the state-wide exchange. That would support our goals to increase enrollment. There was a senate resolution to convert to Canvas, supported by other consultation groups on campus. The timeline to transition to Canvas: Pilot in Winter, 2017. By Spring, 2018, all courses must migrate to Canvas. There is some support and training opportunities our DE colleagues are pulling together to help with this transition. Please help us get the word out. Encourage people to get trained; the more proactive we are with training, the easier the transition will be. Canvas users are strongly encouraged to attend training. Are you already trained? Contact Distance Education for a waiver. There are four training options as of now…. (There will be more)

- Distance Education Institute 11.18, there are 3-hour morning or afternoon sessions provided by the developers of Canvas
- Canvas training for Etudes users the week of 11.14
- @ONE Canvas training online, self-paced, details to be provided later
- Canvas training: Spring 2017.

A letter went out to winter and spring online teachers to inform them about the training. KDD will talk to Howard Story about giving us info about the transition possibly at our next meeting. New online instructors must complete Canvas training and the Online Teaching Certificate, provided by the Professional Development Department.

A little information about our Faculty Position Identification Process which is Co-chaired by J. Shankweiler and KDD: First meeting today from 2 – 4:30, review 43 division requests (some are duplicates), brief presentations, distribute ballots. November 9, ballots are due to the Office of the VPAA. November 15, at 2:30 is the final meeting to review the priority list. From there it goes to Dr. Maloney, where she will determine the cutoff in terms of positions. J. Shankweiler noted that some of the hiring depends of retirements and the Faculty Obligations Number (FON) increased from 342 to 349.

William Garcia's office needs a one-time representative for a student disciplinary hearing for Monday, 11.21. Please consider helping out so the college can provide due process.

Thank you to Janice Pon-Ishikawa, for agreeing to serve as Senate rep to Associate Dean for Counseling Hiring Committee.

b. VP – Compton Education Center – Paul Flor

Professor Paul Flor was unable to attend the meeting but shared his report via email: The Compton Center is meeting this Friday for its final accreditation work session. The self-evaluation report is coming along. Most of the narratives have been edited. Some standards are done, others need only links to evidence to be embedded into the document.

c. Chair – Curriculum – Allison Carr

We had our regular meeting last Tuesday. Our minutes are no longer part of the AS packet. You can go to the Curricunet website to see these minutes.
Full Course Review Approvals:
DANC 171A, FTEC 80A, FTEC 80B, MEDT 1, PE 115ABC, PHOT 101

Consent Agenda Approvals:
ART 145, 153, 160, 253, BUS 60A, 60B, BUS 60C (Course Inactivation), EDEV 36, 140, PHOT 102, 202, 203, 204, 223A, 223B, 254, 257, THEA 103, 104

d. VP – Educational Policies –Chris Gold

In our Ed Policies meeting we talked about copyright and intellectual property board policies and procedures. Hopefully, we will get them to you before the end of the semester for the first readings. Last time we talked about +/- grading. We had a discussion in the senate. P. Marcoux helped me draft a survey which we sent out. The results of the survey were NO! So about 60% wanted to stop talking about it. People gave some thoughtful feedback about why they did or did not want to continue the conversation. Some of the feedback and comments were noted in the packet. Any questions, see C. Gold.

e. VP – Faculty Development – Stacey Allen (pgs. 19-20)

S. Allen wants to know if there is room in the division offices mail rooms (for flyers, a calendar, or quick information) for Faculty Development. We want to promote Faculty Development on campus. Senators from Bus, I&T, Counseling, Fine Arts, and NS were asked to help identify space in their division mailrooms. Earlier in the semester, Dr. Maloney shared her vision of PRIDE (people, respect, integrity, diversity, excellence) for faculty, staff, and management…..to help create visionary leaders to help bring the college into the future. Modeled after our core value statement. An email went out last week asking people to apply.

f. VP – Finance – Lance Widman (pgs. 21-22)

Nothing to report other than what is in the packet.

g. VP – Academic Technology – Pete Marcoux

P. Marcoux confirmed that M. Fields is a member of DEAC (distance education advisory committee) and that he would be willing to give occasional reports to the Senate. The Senate is eager to strengthen the lines of communication between DEAC and the Senate. We are looking for ideas for our Tech conference that we are having in the spring.

h. VP – Instructional Effectiveness/ ALC and SLO's Update – Russell Serr

The results are in:
SLO's – 500/520 = 96% completed
PLO's – 20/25 = 80%   completed

R. Serr noted that there has been improved collaboration and adjunct faculty involvement. Recommendations from assessment actions are being included in Program Review. This adds to

justification of recommendations for equipment, technology, facilities, staffing, etc. There is a lot of collaboration between full time and part timers.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler: VP of Academic Affairs

KDD is so thorough, she took half of my information! Canvas pilot invitations went out and we are moving forward with that. I was at the CIO conference last week, and felt the love because our Canvas rep gave me extra swag! We are working on the Strong Workforce Program plan, which needs to be submitted in January. It would address the $1.5 million available to strengthen CTE program completion and job placement. The faculty ID process started last week, we have a meeting today. If you have never been on one of those committees as a rep; we look at a lot of data, full-time verses part-time faculty ratios, fill-rates, student contact hours, etc. One dean and one faculty member represent each division and the committee and the results are tabulated and given to Dr. Maloney, who makes the final determination regarding hiring for the upcoming year. We vote and then in two weeks we have a recommendation. I would like to give kudos to Construction Tech for receiving a grant for a tiny house project. We got the OEI grant, and I want to thank M. Fields for spearheading that. The sabbatical leave committee is busy; committees are also underway to select the VP of Human Resources and the Dean of Humanities. The Starfish early alert system is being piloted, which strengthens communication between faculty and counselors to support student success.

Dr. Jeanie Nishime: VP of Student and Community Advancement

Jeanie is off campus at CSUDH.

E. UNFINISHED BUSINESS

C. Gold: Ed Policies (pgs. 33 & 34). If you remember, we recommended to delete 5070. This is not required, it overlaps the calendar policy. We took the piece out that says we need at least 175 days of instruction, and moved it into the academic calendar. We need a motion to eliminate BP 5070 and to amend BP 4010. The motion passed, there were no questions or comments.

C. Gold: Now we are moving on to the AP, and we have seen this a lot. Last time we had a lot of questions or concerns dealing with this. Unfortunately, B. Mulrooney couldn't be here to answer questions, but I did talk to him, so hopefully, I can answer all the questions that came up at the last meeting. P. Marcoux asked if there were other BP's that dealt with this content. There are no other board policies that deal with the content. It is in the catalogue or the handbook. We thought it would be better in the policy as well. Second question was asked by C. Striepe, about whether we should have a statement that students are ultimately responsible for dropping themselves from classes. It is in the catalogue, but yes, we should also have a procedure. You will see in the edits the language from the catalogue has been put in the procedure. Third question was asked by C. Wells about TBA classes. No, TBA classes are positive attendance, so they fall under that category. A. Ahmadpour asked about the timeline for reinstating students and it is a complicated answer because of reporting for Financial Aid and deadlines. There are reporting requirements that limit the time frame.

Let's look at the revisions on page 37….the first page remained the same. This had language right out of the template about attendance accounting. On page 38, there are edits, there is language from the course

catalogue that had been added in. We are already doing most of this, we are just taking language from the catalogue and putting it into the procedure. We are not changing anything, most of the changes are providing better descriptions. B. Mulrooney did look this over and he was fine with the changes. J. Nishime did have an editorial change. The language more clearly explains what students need to do to add a class. It isn't changing the process, it more clearly explains it. Any questions, then let's vote. KDD asked for those in favor….. This motion passed and Ed Policies is dancing!!

KDD thanked A. Brochet, C. Striepe, and J. Troesh for their work during the summer and this fall with the Educational Master Plan (EMP). A. Brochet noted there are two new additions to initiative A. They were made in response to faculty input. I. Graff and J. Shankweiler noted that the EMP goals and objectives are outlined in broad terms to allow the college to adapt or adjust as needed. The implementation will occur through an implementation plan, initiatives that begin at the division level, and relevant initiatives will be brought to the Senate for input and/or approval. C. Wells: How long does this last? This is a 5-year plan that will officially be enacted in 2017-18. It will be annually reviewed. We want broad terminology so each initiative doesn't have to be listed. P. Marcoux: Does this affect the average faculty member? J. Shankweiler noted the Deans will work with the faculty members when initiatives come their way. The Academic Senate endorsed the EMP…..unanimously! KDD: CONGRATULATIONS TEAM!!!

F. NEW BUSINESS

KDD introduced Art Leible, who provided a summary of the 50 page ECC Technology Plan. The Senate packet contains all the slides. He answered questions, indicating the main goals. There is an intentional plan to connect the tech plan with the other plans, i.e., EMP, staffing plan, facilities plan, etc. In 2012, there were items that weren't too clear. We put in some components and goals and items. We need to provide consistent staffing. We need to enhance training for staff and faculty. We need to coordinate efforts between Media Services and ITS. Data security is important now. There are a number of 'Best Practices'. There is a PlanNet assessment that had components that needed to be included. EMP items were put directly into the objectives and goals. We want to support the LMS the college uses. We want to align with the EMP. We need to work with facilities to make sure we can do things with the infrastructure that we have. Funding and planning: Until now funding has been hit and miss. We want to make sure we know exactly what we can purchase and what we need. How do we keep classes going if something breaks? Security infrastructure needs to be kept current. If a certain virus hits, we need to watch security and be ready. Mobility, wireless and all things virtual. Dashboards for 750 access points. Project management and prioritization, we need to make decisions. We want to work on projects and execute these in order. You need to be able to measure what you are doing. Then we come up with action items. There were several questions and discussion items: Why does it take so long to log on? Why can't we get online faster? WiFi is supposed to be in place during spring. ITS needs to elevate training and be more consistent. There are things in the works. C. Striepe inquired about equipment replacement. There are still some who haven't picked up their laptops (from August). We will see if there is time for A. Leible to come back at a later date.

KDD introduced ECC Police Chief Trevis. The Chief came to inform us about Active Shooter Awareness. We plan for earthquake drills, but we need to have another drill for active shooter. We are doing this 11.9.16 at 10:00 am and 7 pm through the Cicso system on the phones in offices and classrooms. Go to page 9, there is a lock-down, shelter in place. We are going to practice only. Then we will put out a questionnaire we want suggestions, and feedback to better prepare us for this type of situation. This includes Compton as well at ECC. We know all the doors are different, so we just want all to lock down. Take whatever precautions you can. If you can lock your door, good; if you can't put something in the way. Start looking around and start preplanning. Use whatever is available, if you can turn off the lights, do so. This is our "Beta" test. This Shelter in Place will end at 10:15 am. Chief

Trevis said NIXEL will put out information, hopefully people will see that this is a drill. If there is a REAL emergency during this exercise, go to a phone and call ECCPD, tell them. Chief Trevis wants criticism and feedback. There are three buildings that can be automatically locked from the Police Department. Hopefully, this will be over in 15 minutes. Email the Chief if you have any questions or concerns before 11.9.16. Faculty are encouraged to view and/or share with their students the following video: https://www.youtube.com/watch?v=9Z9zkU-FLQ&feature=youtu.be

The Campus Police will be working with the Special Resource Center to be certain that students with disabilities are accommodated during the drill. For faculty in non-classroom settings, it may be useful to alert students before the start of the drill.

G. INFORMATION ITEMS –DISCUSSION

Professor D. Berney, Fine Arts, (pg. 54 of the packet) would like faculty to discuss the information in the packet with their colleagues. Data will be compiled from peer institutions during the winter break with a report back to the senate during the spring semester.

Professor Mark Fields, Industry & Technology, noted that ECC received $19,000 in funding (grant) from the Chancellor's Office to support seven early adopters who will use free, online textbooks. Next week we find out what we can do with the money. There will be some campus-wide forums for the grant recipients to share the results of the pilot program and training opportunities. We can start using the OER textbooks during the next two semesters. College of the Canyons has a zero-textbook-cost degree in Sociology. M. Fields is also on the CCMS committee, when we start getting into Canvas, give any questions to him. We will be hearing more in the future about this.

H. FUTURE AGENDA ITEMS

Ed Policies: BP/AP 5010, AP 5011 Admissions and Concurrent Enrollment, BP/AP 3710 Securing of Copyright & BP/AP 3715 Intellectual Property.
Canvas implementation and support
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, etc.)
FACCC: C. Halligan encouraged faculty to consult the FACCC website for information on the issues and candidates. FACCC interviews the candidates and vets them for their support of issues relating to the CCC's. Of particular interest in the upcoming election are district representatives and Props 51 & 55. C. Halligan serves in a leadership role in the FACCC and is an excellent resource for faculty wanting more information. He encouraged all faculty to VOTE!

I. PUBLIC COMMENT

J. ADJOURN
The meeting adjourned at 1:58 pm
TG/ECC Fall 16

NOTES – COUNCIL OF DEANS
October 13, 2016

Present: J. Anaya, H. Chu, L. Clowers, W. Cox, R. Davis, K. Daniel-DiGregorio, W. Garcia, E. Geraghty, I. Graff, A. Grant, A. Leible, T. Lew, G. Miranda, R. Murray, J. Nachef, R. Natividad, J. Ortiz, D. Patel, C. Preston, V. Rapp, S. Rodriguez, J. Shankweiler, J. Sims, L. Ternes

I. INFORMATION

A. Notes of 9/22/2016 reviewed and approved with the following corrections:
    IIA: "AS held an orientation recently, and ~~surpassed~~…" **established**
    IIB: "The next ~~Target~~ Talk…" **Tartar**
    IIF: "VPs Nishime and Shankweiler will lead an open forum on ~~10/29~~." **9/29**
    IIG: "Due dates for ~~Program Review~~ vary…" **Annual Program Plans**

II. DISCUSSION/ACTION

A. <u>Academic Senate Report: K. Daniel-DiGregorio:</u>
    Working on a reception for faculty who achieved tenure; considering spring PD Day as the date. The Tech Conference is tentatively scheduled for 3/24 and will offer workshops on Canvas and other tech-related topics. Learned about the Incident Report Form from Greg Toya; will hear from Chief Trevis on the Emergency Preparedness Drill.

B. <u>ASO Report: Hye (Hanna) Chu:</u>
    Introductions. ASO recently organized homecoming and Constitution Day, and is working on Voter Registration Day, the annual Halloween event, and a charging station in the Student Activity Center. There is a general meeting today from 1-2 p.m. Preparations have begun for Finals Madness.

C. <u>PBC Report: A. Grant:</u>
    10/6 meeting:
    The previous PBC evaluation survey was examined. Questions that address the strategic initiatives will be added. R. Natividad and I. Graff are working on a one-page calendar that links planning and budgeting with deadlines. They are also working on a graphical calendar to clarify the links between budgeting and planning. I. Graff distributed the TracDat training schedule.

D. <u>Faculty Handbook: K. Daniel-DiGregorio:</u>
    It was suggested that the Council review the faculty resources now that a faculty handbook is in progress. The handbook will be an online PDF with links to resources. Chris Gold plans to speak to the division administrative assistants and new administrators for feedback. K. Daniel-DiGregorio noted that the AS reviewed several samples and most liked the hybrid style handbooks. Members suggested an activity/scavenger hunt to identify what information is known/not known.

    Members reviewed the online Full-time Faculty Resources page via projector, and suggested adding tabs for the following: ITS/Help Desk; Program Review, Curriculum

Review, SLOs and Planning; record-keeping and attendance-keeping; an online section to include Cranium Café and Maxient; links to IRP for student success and college goals; and change "Flex" to "Professional Development" throughout. Members reported many of the links are outdated; J. Shankweiler noted the respective areas will need to be notified.

E. Educational Master Plan: I Graff:
I. Graff reviewed and discussed the Educational Master Plan. She noted that the Comprehensive Master Plan is centered on the Ed Master Plan, but also includes the Facilities Master Plan, Technology Plan and Staffing Plan. SSSP, SEP and Enrollment Management Plan will also be integrated. Members asked if STEM could be changed to STEAM to add arts and athletics; I. Graff noted strategic initiatives are not currently modifiable because they are board approved, but can be modified during the annual review.

F. BP 5070: J. Shankweiler:
Ed Policies is recommending the deletion of BP 5070 since the only content is that the academic calendar consists of 175 days of instruction. This verbiage can be added to BP 4010 (Academic Calendar) in efforts to consolidate. Members agreed.

AP 5070: T. Lew made suggestions:
- Preparation of actual student contact hours **of attendance** (commonly referred to as positive attendance) ~~of attendance~~ procedure tabulations.
- References: Agreement between El Camino Community College **District** ~~Agreement~~ and El Camino College Federation of Teachers, Local 1388, AFT, AFL-CIO
- Deans Council: 4/4/16, 9/22/16, 10/13~~2~~/16

G. BP 3504: R. Natividad:
R. Natividad requested feedback on the two versions he created. He noted some schools do not have a policy at all, while others have very detailed policies. This is strictly intended to apply to classroom settings. Members suggested adding the definition of a classroom, including hallways, athletic fields/areas, labs, etc. J. Shankweiler noted an AP is needed; A. Grant and E. Geraghty volunteered to assist.

III. Other
Announcements:
A. J. Shankweiler noted members should have received a memo regarding excess vacation days for classified staff and managers; ensure to obtain vacation slips.
B. R. Natividad and Edith Gutierrez (Director, EOPS) will help with the Ethics Policy.
C. A. Grant: Betty Sedor, in collaboration with NS, is putting on a presentation in the Planetarium on 11/5 which links astronomy to some kind of art.
D. D. Patel: 10/18 is the Transfer Fair, and 10/25 is the RISE Center Open House.
E. J. Nachef encouraged members to attend "Phantasms 3"; expects a great turnout.
F. E. Geraghty announced Tom Lew's retirement party is on 10/31 in Humanities mailroom.
G. C. Preston announced athletes and coaches will be wearing pink and selling pink wristbands next week for breast cancer awareness.
H. I. Graff asked deans to ensure faculty sign up for the correct TracDat training; contact Academic Affairs for access.

IV. NEXT MEETING
10/27/2016
8:30 – 10:00 a.m.
Adm 131

Faculty Development Committee Meeting
Minutes for Tuesday, November 8, 2016
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

Name	Abbreviation	Division
Stacey Allen* (present)	(SA)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Ross Durand (absent)	(RD)	Industry & Technology
Diaa Eldanaf (present)	(DE)	Mathematics
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Library & Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (excused)	(MS)	Natural Sciences
Claudia Striepe (present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (excused)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Fall 2016 Meetings: September 13 & 27, October 11 & 25, November 8 & 22, December 13 (if needed).
Spring 2017 Meetings: February 14 & 28, March 14 & 28, April 25, May 9 & 23, June 6 (if needed).

AGENDA
1. Outstanding Adjunct Faculty Award
(SA) congratulated Dustin Black for being honored with the 2016 Outstanding Adjunct Faculty Award. In addition, Brandi Marsh (Counseling), Sanda Oswald (Biology), Malinni Roeun (Mathematics), and Karl Striepe (Political Science) will receive the Achievement Award for Distinguished Teaching at the Academic Senate meeting on December 6th.

2. Getting the Job Workshop Series
(SA) reminded the FDC that Part 1: The Application will take place on Friday, December 2nd 12:30-3:00, in the Alondra Room. The panel will include Sheryl Kunisaki, Briita Halonen, Melissa Fujiwara, Diaa Eldanaf, and Martha Lopez.

The FDC reviewed folders distributed at the 2015 GTJ, Part 1 workshop including sample CVs and relevant articles. (SA) asked if (SK), (BH), and (DE) would be willing to provide copies of their CV to be included in this year's folders. (BH) noted the value of having a variety of CVs available in order to provide diverse perspectives. (DB) inquired about the disciplines typically represented as attendees, echoing the sentiment that a variety of CVs is ideal. (BH) recommended the inclusion of CVs for math, English, and counseling.

(CS) confirmed that the library is requesting a full-time position for the fall, as well as Natural Sciences and some CTE programs.
The committee discussed the need to update and distribute the GTJ flyer, in addition to the timing of flyer distribution in order to optimize recruitment. (BH) noted that if a "Save the Date" announcement was to be sent, it should be a simple email, rather than the actual flyer.

(LM) noted that last semester approximately 50% of registrants did not attend the workshop. To address this problem, the registration period will be shorter this year. The committee agreed that Mondays are the ideal date to send emails and determined that GTJ announcements should go to the listservs on November 18th and 21st.

The committee discussed the format of the workshops and topics to be discussed by the panelists. (BH) suggested that Martha Lopez discuss iGreentree first and then the panelists discuss tips for preparing a good CV. A CV review session will follow the panel, to include peer reviews and reviews by panelists.

(SA) announced that Part 2: The Interview will take place on Friday, January 27th 12:30-3:00, in the Distance Education Center (DEC) and thanked (SK) for verifying with Donna Baldwin that light refreshments will be permitted in the DEC. (DB) reported that due to his depth and breadth of teaching experience, he invited John Baranski (History) to participate on the GTJ, Part 2 panel. Baranski has expressed interest and will confirm participation by the end of the week.
(SA) will extended invitations to participate on the panel to those faculty that were suggested at the last FDC meeting.

3. Faculty Handbook
(DB) is working with Chris Gold on the Faculty Handbook to include input from adjunct faculty. (DB) and Karl Striepe will organize informational forums to share information relevant to adjuncts and/or collect feedback to help guide handbook revisions.

(LM) noted that the informational forums would provide an excellent opportunity to gather feedback to help plan the next new adjunct faculty orientation. She mentioned the likelihood of inviting Sal Valencia to demonstrate Smart Classroom technology. (DB) noted that he has drafted a proposal already concerning new adjunct faculty orientation.

4. Faculty Book Club
(SO) reported a successful turnout of approximately 20 attendees at the October 28th meeting. Attendees included faculty, counselors, and librarians, about half of whom were from the Compton Center. (SO) reported tremendous support for the book (Whistling Vivaldi by Claude Steele) and a desire to use it again next semester. (BH) suggest that (SO) consider contacting Debra Breckheimer to arrange speakers such as Melissa Fujiwara to speak about diversity and equity in these choose to use the same book in the spring.

5. Tenure Recognition
(SA) confirmed with Joanna Nachef that the reception will take place on Spring PD Day – February 9, 2017, in the Art Gallery. (SA) will make arrangements for light refreshments   (CS) suggested live music, perhaps a guitar. (BH) recommended that deans be invited to speak briefly about each newly tenured faculty during the reception. (SO) reported that Julie from the bookstore is continuing to work with vendors to purchase mementos.

6. Brown Bag Series/Workshops
During the 10/25/16 meeting, the FDC discussed coordinating a twice monthly series devoted to pedagogy and learning more about college programs/operations to take place in the spring. The new series will be titled:
Informed and Inspired: Lunchtime Professional Development Series
Tentative dates include:
- March 2nd, 16th
- April 6th, 20th
- May 4th, 18th

(SA) suggested that two FDC members volunteer each month to coordinate Informed and Inspired sessions. (CS) noted the importance of this new series as it shows the committee's responsiveness to the needs of faculty.

(SA) announced that she will be meeting with Linda Clowers (Associate Dean of Academic Affairs) on Wednesday, November 16th to discuss the role of the FDC in the Enrollment Management Plan. Dr. Shankweiler has asked that the FDC work to develop strategies that faculty can implement within the first two weeks of the semester to increase retention. It is likely that the new Informed and Inspired series will provide an appropriate venue to develop such strategies.

SA/11.9.16

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 20, 2016

_____
MEMBERS PRESENT

☒ William Garcia– Student & Comm Adv. ☒ Rory K. Natividad – Chair (non-voting)
☒ Amy Grant – Academic Affairs ☒ Cheryl Shenefield–Administrative Services
☐ Ken Key - ECCFT ☐ Jackie Sims -Management/Supervisors
☒ Araceli Rodriguez – ASO, Student Rep. ☐ Dean Starkey – Campus Police
☒ David Mussaw – ECCE ☒ Lance Widman - Academic Senate

Other Attendees: Members: R. Russell, J. Troesh
Support: I. Graff, J. Shankweiler, A. Leible, J. Higdon
_____

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

The topic of the Master Plan Update is being moved to another meeting as the subject is not ready to be discussed yet.

Approval of the October 6, 2016 Minutes
1. The minutes were approved as presented and will be sent out and posted to the portal

PBC Annual Planning and Budgeting Calendar – I. Graff, R. Natividad (handout)
1. An updated planning calendar was distributed to the committee. A diagram is forthcoming which will show the two cycles of budgeting and planning and how they will be incorporated together on the calendar. The committee was asked to review and give any suggestions on the document. This topic will be brought back at a future meeting.
2. A suggestion was made under the annual planning process, under college plan discussions, to insert the statement "prior year." This will provide clarity in differentiating between future year and actual year.

Educational Master Plan – I. Graff (handout)
1. The Educational Master Plan is required by the educational code and is part of a broader, long-range comprehensive master plan. It supports future planning and institutional improvements in the area of academics as well as student services. It is supported by the Facilities Master Plan updates, Staffing Plan, and the Technology Master Plan. The previous plan covered 2012/13 to 2016/17. The new plan will cover 2017/18 through 2021/22. It is anticipated the Educational Master Plan and Technology Plan will be reviewed by the Board in November and approval will be anticipated for December. The implementation of the plan should be in time for the next fiscal planning cycle. It was noted that other consultative bodies will be doing their review of the plan. A process needs to be developed for implementation, annual check in and evaluation.
2. The Educational Master Plan is in draft form and is ready to be put into final document formation. It was requested for clarity that acronyms or shortened names be spelled out. It was noted the final version of the Comprehensive Master Plan will be a narrative view which will define all acronyms and/or shortened names.
3. The draft was reviewed by the committee as presented. It was noted that one of the areas being reviewed from a planning and budgeting standpoint are ways we could academically set ourselves

apart from other local colleges. This would assist in students wanting to specifically come to El Camino.

4. Technology is being reviewed closely to ensure proper integration with all of the new ideas being presented. Ensuring the support required to bring us into the 21st Century is a key component. Keeping students connected in a way which is relevant to them is important. Another point noted was creating more academic and student support such as tutoring to ensure student success.

5. Feedback received from the students addressed a desire for having more of a campus feel and to be lured to remain on campus. This idea can be tied in with the Facilities Master Plan. In the future as new buildings are built, places can be deemed for students to congregate and have technology access and support.

6. Feedback from the Academic Senate was to better integrate the Enrollment Management Plan with the Educational Master Plan specifically to address dual enrollment and Distance Education.

7. It was encouraged if there were any comments or suggestions, to please communicate them to I. Graff or R. Natividad. The document needs to be in final form and be ready to go to the Board of Trustees by November 9.

Accreditation Update – J. Shankweiler

1. Work is currently being done on the Compton accreditation report. The report needs to be completed and mailed as their visit will be something in March 2017.

Technology Plan – A. Leible

1. The Technology Plan is a five-year plan. A. Leible informed the committee on some of the processes and procedures for clarity on Technology Plan. A stronger emphasis on infrastructure to support learning management was noted. Work is being done to ensure the Technology and Facilities plans coincide for continuity and enhancement of the facilities.

2. New items for the Technology Plan are infrastructure and security awareness. A new security specialist has been hired to address this area. Data governance is also going to be addressed. A continuity of terminology utilized on this campus is also being addressed. Various user groups understand and use terms in different ways. This will assist in understanding requests and requirements in a better fashion. Data stewardship is an area which determines ownership of the data or who gets to access what particular things.

3. One of the biggest problems is project management. Projects are submitted from every level and every area of the college. The goal would be to have a process where projects are organized, structured and then prioritized in readiness for funding. The college would then pick the most important projects to fund.

4. A proper replacement cycle needs to be established for technology. Items such as desktops, laptops and tablets need to be replaced in a consistent, timely manner.

5. It was noted protection against cyber-crimes is important for an institution to prepare for in their planning process. This protection can cost a lot of money but is a critical item needed.

Closing Comments

1. The committee was reminded to take their PBC survey. It will still be up and active for one more week.

2. David Mussaw was recognized for the work he did on data gathering and researching for the Facilities Master Plan and educational planning.

Adjournment – R. Natividad

1. The meeting adjourned at 1:50 p.m. The next meeting will be held on **November 3, 2016 at 1:00 p.m.** in Library 202.

RKN/lmo

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
OCTOBER 11. 2016

> The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Members Present: Pete Marcoux, Virginia Rapp, Thurman Brown, Dawn Charman, Lyn Clemons, Noreth Men, Dave Murphy, Kristine Numrich, Soshanna Potter, Howard Story, Claudio Vilchis, Michael Wynne

Members Absent: Joyce Dallal, Lisa Mednick, David Pahl, Kendyl Palmer, Sabra Sabio, Andrea Sala, Margaret Steinberg, Will Warren

Recorder: Laurie Linka

The Academic Technology Committee meeting was called to order at 12:36 p.m.

Technology Master Plan
Copies of the Technology Master Plan were distributed to all members for review and discussion. The Plan spans a five year period from 2018 to 2022, and was developed in part with results from the Campus Technology Survey from fall 2015 by I. Graff. It was noted that the survey from the fall was not conducted with a representative group, as those surveyed were from English and Mathematics disciplines only. It was recommended that, since the focus is on the students, access issues be resolved so all students maintain accessibility. Certain items in the Master Plan should be benchmarked, and there should be an academic technology standard in the Plan – a "checklist" on mandatory things. The current campus standard does not work for everyone. P. Marcoux asked the members to send to him any comments regarding the Campus Academic Standard. Objective D-03 from the Master Plan was referenced: Provide and support ADA/508 compliance for all students and staff/faculty. The Information Technology Services Organization Chart was discussed. It was noted that the title of Computer Lab Specialists no longer exists; all are now Computer Systems Support Technicians, and these provide support to the entire campus, for both hardware and software issues. Members were asked to send all comments, recommendations and additions to the Master Plan to P. Marcoux as soon as possible. All information will be presented to the College Technology Committee.

Spring 2017 Technology Conference and Vendor Fair
Members were asked for input regarding the 2017 Technology Conference and Vendor Fair. Items to be considered are date, theme, presenters, vendors, refreshments. These require quite a bit of planning. It was noted that spring semester begins next year in February. Suggestions for a keynote speaker were requested. Recommendations from the members included laptop workshops, lunchtime topics, and round table discussions. It was suggested that a Canvas component be included in the Technology Conference, with faculty resources offered. It was determined that the conference would be held the sixth week of the semester, on March 24, 2017.

Canvas Update
Canvas training for faculty is scheduled for November 19. Two 3-hour sessions are planned, for morning and evening. Some mandatory, online training will be required, along with on-campus

training. Faculty must be certified to teach online. There are many options for Canvas training; faculty must be trained appropriately. There is a waiver process to train elsewhere. Training information is forthcoming; faculty will receive invitations to receive training. Canvas should be adopted by all by the end of fall 2018.

Portal Update
C. Vilchis advised that ECC has signed a contract with Ellucian. The portal update will be complete by spring 2017. This will incorporate a single sign-on for students. P. Marcoux shared information regarding Starfish Solutions, which is a program and counseling tool that allows educational planning and academic alerts. Starfish provides faculty a convenient way to keep track of their students. Within Starfish, faculty can communicate with students about their performance, acknowledge student success, and raise flags when they observe a pattern of behavior that concerns them.

Chromebooks
A Chromebook is a laptop running the Linux-based Chrome OS as its operating system. The devices are designed to be used primarily while connected to the Internet, with most applications and data residing in "the cloud". P. Marcoux told the members some of his students have been utilizing the laptops for about a year. The first group of laptops were purchased by the Foundation and given to students, who have been quite successful. Future requirements will dictate that students purchase and bring the device to the classroom – the cost is approximately $200. It was suggested that perhaps the Foundation could donate the devices for low-income students. There was also a suggestion to require FYE students to purchase a device. Some concerns: will training be offered on Chromebooks? If students are required to purchase, should faculty be required to use it? P. Marcoux will take the members suggestions and concerns and present to Senate.

California Connects
D. Murphy shared a handout of an offer for a mobile internet service called California Connects, which supplies 4aG LTE connectivity on any WiFi-enabled device. This program is presented by the Foundation for California Community Colleges. C. Vilchis stated the coverage is not great. However, it was noted that the hotspot device is good to have, like WiFi on your phone.

The members were informed that El Camino College provides a zero interest, two-year loan for employees who wish to purchase a computer, or anything computer-related.

Other business
WiFi training was requested. Learning how to log in, protocol to set up meetings, and how to request assistance from Help Desk were some issues. We are hoping to have WiFi by March 24 of next year.

Some faculty are not yet using OU Campus. The template is confusing, and there is no place for office hours or class information. There are help links in the main interface of OU Campus.

A web task force is in the process of redesigning the ECC website. It was recommended that there by input from actual users. P. Marcoux will voice this concern at the next Senate meeting. It was noted that the ECC website will remain open to the public, while Canvas and Starfish are on-campus use only.

2

P. Marcoux spoke of the possibility of demonstrating new Scantron machines at the technology conference in the spring.

The next meeting of the Academic Technology Committee to be determined. Members will be notified. V. Rapp requested that members email her with agenda topics.

The meeting was adjourned at 1:55 p.m.

3

Technology Committee Meeting
October 18, 2016
2:00 p.m.
LLR 202

Minutes

COMMITTEE (√ marks those present):

√	Art Leible, Chair	√	Virginia Rapp Co-Chair	√	Dave Murphy Business Div.	√	Irene Graff Inst. Research
√	Robert Sutton SRC		Melissa Guess Financial Aid	√	Mari Baquir SSVC/Student Development	√	Howard Story Media Services /Distance Ed.
	Steve Waterhouse Admissions & Rec.	√	Thomas Brown Facilities	√	Claudio Vilchis ITS/Network		Luis Mancia ECCE
√	Andrei Yermakov Compton Center		Bill Mulrooney Admissions&Rec	√	Noreth Men Library	√	Idania Reyes Student Equity Programs
√	Erick Mendoza Campus Police	√	Will Warren ITS/Applications		Andrea Sala Foundation	√	Dipte Patel Counseling & Student Success
√	Lisa Mednick Prof. Development	√	Rebecca Russell Library	√	Maria Smith Human Res.		Ann Garten Public Info.
√	Pete Marcoux Humanities	√	Thurman Brown Tech Services		Paul Yoder IT Security	√	Aisha Kareem Student

 "The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College

technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan."

I.   Old Business

a. The minutes from the September 20, 2016 Technology Committee meeting are approved.

II.   Current Projects Update

a. Early Alert System – We have a Production Tenant and a Test Tenant in place. We are scheduling a training for faculty and counseling. The Production Tenant is on schedule. We have single user i.d. sign-on's equivalent to what is currently being used to sign on to their desktops. We have yet to secure a date when we will do the actual data launch.

b. Campus WiFi – Negotiations are ongoing with Dell to provide and install the WiFi throughout the campus.

c. 9-11 Emergency Phones for Classrooms – We have the major buildings covered. We are installing in the Music building. We have completed ArtB. We have under 100 phones left to install in the classrooms. We will add a phone to the existing phone line in Distance Education.

d. Canvas – We have migrated Canvas away from Etudes. The contract was approved at the Chancellor's office. We are in the early stages of building our beta test. This week is the training for the administrative portion for Distance Education, Information Technology and support for faculty on a day-to-day basis.

e. Switches – We are deploying larger switches from 1GB to 10GB capacity between the buildings to handle the additional phones and anticipated WiFi.   We are upgrading all of the uninterrupted power supplies in the wiring closets to help hold our power longer with the larger loads.

f. MPOE – We are moving our main point of entry (MPOE) for the internet. Cenic is upgrading our bandwith.

III.   Subcommittees

a. Subcommittee – Lifecycle and classroom standards for 16/17 – We are using a baseline recommendation for our desktop and laptop computers. Divisions will be able to upgrade the specifications for the baseline computers based on their individual needs. El Camino main campus is a Dell campus therefore the specifications are of Dell equipment. The Compton Center has now transferred over to Hewlett Packard (HP). The

committee members were provided with specifications for both the laptops and desktops. Once approved, the specifications will be placed on the ITS website under Technical Services.

b. Subcommittee – Technology Projects Management – No updates.

c. Subcommittee – Technology Master Plan – Second Read – The ECC Technology Master Plan draft has had input from the president, most vice presidents and many of the faculty and staff. Most of the comments were regarding formatting, organization and other items.

d. The Academic Staff Technology subcommittee has reviewed it but we have not received their comments.

e. We have added ADA, assisted learning, adaptive learning and 508 requirements to the goals and objectives portion of the plan. We have also added a table of contents to the document. The document is not in final form but the content will not be changed. Our plan is to do a survey/inventory every two years.

IV. New Business

a. The committee discussed the planning of the initiatives in the 2016-2017 year to initiate the initiative in 2018. We will put items in TracDat for approval. The Organization Chart for Information Technology was added to the Technology Master Plan.

b. The committee discussed the prioritization of goals and projects of the 5-year-plan. We will also discuss data-governance (i.e. FTES) and how we will approach certain terms.

c. We are working with our Information Security Officer on assessing our state of readiness (Appendix B). We are documenting and implementing our Disaster Recovery Plan.

d. Planning and Budget cycle – The committee will make considerations for the Planning and Budget cycle. It is recommended that we attempt to get large items in TracDat at least one year in advance for approval of purchase for the best possible support and recommendation.

e. The detailed components in the goals and objectives in the ECC Technology Master Plan will align with the goals of the ECC Campus

Master Plan. An electronic version of the plan will be sent out to all committee members for vote early next week.

f. Pete Marcoux recommended that the committee consider a course scheduling tool for better efficiency called "CollegeNet." It does work with most administrative systems and a lot of colleges are using it.

V.   Meeting Adjourned

a. The meeting was adjourned at 2:48 p.m.

C (COLLABORATION) – "Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making."

Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the

results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Course Design Rubric for the Online Education Initiative

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in "Content Presentation: Navigation is intuitive" but somewhat less strong in "Content Presentation: Content is presented using a variety of appropriate mechanisms," both within the same sub-category of "Content Presentation." In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51, earning at least 70% of all possible points
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.

Course Design Rubric for the Online Education Initiative

Rubric Sections

Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

A.1   Objectives

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module) • Objectives are clearly written at the appropriate level and reflect desired outcomes • Objectives are written in measurable outcomes (students know what they are expected to be able to do)	• Objectives are located within the course syllabus or the individual learning units • Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes • Students understand of what is expected of them	• Objectives are not easily located within the course • Objectives are not written at the appropriate level to match the desired outcomes • Objectives are not clearly written in measurable learning outcomes • Students may be unsure of what they are expected to be able to do	• Objectives are not easily located within the course • Some are missing and others poorly written • The level does not match the desired learning outcomes

Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

A.2 Content Presentation

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) • Navigation is intuitive and content flows in a logical progression • Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.) • CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials) • Clearly labeled tutorial materials that explain how to navigate the CMS **and** the specific course are included	• Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) • Navigation is somewhat intuitive, but some "exploring" is required to determine the flow of content • Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material) • CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness • Clearly labeled tutorial materials that explain how to navigate the CMS **and** the specific course are included	• Some content segments are overly large (or possibly too small) for the specified objectives • Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined • The design does not avail of the content presentation tools (content modules, single pages, links) • Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students • Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found	• Content is not "chunked" into manageable segments; • Navigation is not intuitive and the flow of content is unclear • The design does not avail of the content presentation tools (content modules, single pages, links) • Tools that could reduce the labor- intensity of online instruction are not utilized • Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete

Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

A.3   Learner Engagement

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• It is clear how the instructional strategies will enable students to reach course objectives • Course design includes guidance for learners to work with content in meaningful ways • Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided • Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content • Technologies are used creatively in ways that transcend traditional, teacher-centered instruction • Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion	• Instructional strategies are designed to help students to reach course objectives, although this relationship may not be obvious to learners • Guidance is provided, but could be improved with greater detail or depth • Individualized learning opportunities (such as remediation) may be available on a limited basis • Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content • Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction • Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content, but only after course completion	• It is not clear how the instructional strategies will help learners achieve course objectives • Guidance in using content materials may only be provided on a limited basis • Individualized learning opportunities are not provided, although there may be supplementary content resources available • Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so • Technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model) • Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion, or the feedback is not anonymous	• Instructional strategies do not provide students with skills needed to achieve course objectives • Content is provided but it is not clear what students are expected to do with it • No supplementary resources or activities are provided for remediation or advanced study • Technologies used within the CMS do not engage students with learning • Students are not expected to use technologies available within the CMS • Learners do not have the opportunity to give feedback to the instructor regarding course design or course content

Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

B.1   Communication Strategies

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.) • Expected response time for email replies (or other communication tool) is included • The instructor's role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.) • The instructor's methods of collecting and returning work are clearly explained • There are plentiful opportunities for interaction, as appropriate • Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives • Communication activities benefit from timely interactions and facilitate "rapid response" communication (i.e, students gain practice discussing course content extemporaneously without looking up basic, declarative information)	• Contact information for the instructor is included and contact information includes more than one type of communication tool • Expected response time for email replies is included • Instructor's role within the course is clearly spelled out to students • The instructor's methods of collecting and returning work are clearly explained • Several communication are included to reinforce the desired learning outcomes • Communications sometimes require reflection or other higher order thinking • Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers	• Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor • Information concerning response time for email replies is not included • Little or no information is given regarding the instructor's role in the course • The instructor's methods of collecting and returning work are evident but not clearly explained. • Communication strategies are included, however, they may not consistently reinforce desired learning outcomes • Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.) • Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities	• Contact information for the instructor is sketchy, at best • Information concerning response time for email replies is not included • Information regarding the instructor's role in the course is not included • Instructor's methods of collecting and returning work are confusing or non-existent. • Little to no attention has been devoted to communication strategies • Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used

Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

B.2   Development of Learning Community

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course • Communication activities are designed to help build a sense of community among learners • Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor • Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building	• Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind • Some student-to-student interaction is built into the course • Students interact with the instructor, although primarily as a result of instructor-initiated contact • Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements	• Effort has been devoted to fostering a sense of community in the course, but only minimally • More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions	• Little to no attention has been devoted to building a sense of community in this course

Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

B.3   Interaction Logistics

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided • Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined • A rubric or equivalent grading document is included to explain how participation will be evaluated • The instructor plans to participate actively in communication activities, including providing feedback to students • The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.	• Expectations of student participation in communication activities are given, but would benefit from more detail • Expectations regarding the quality of communications are included, but may lack detail or illustrative examples • Minimal information may be provided regarding grading criteria for communications activities • The instructor is occasionally involved in communication activities • The instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc.	• Instructor expectations of student interactions are not made clear • Little information is provided regarding what constitutes a "good" response or post • Students are not given a clear set of criteria for how communications activities will be graded • The instructor appears to be largely absent from communication activities • Few announcements, reminders, or other updates are provided	• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course • The instructor does not participate in communications activities with students • The instructor does not provide announcements, reminders, or other updates

Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

C.1   Expectations

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Assessments match the objectives • Learners are directed to the appropriate objective(s) for each assessment • Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example) • Instructions are written clearly and with exemplary detail to ensure understanding	• Assessments match the objectives • Rubrics or descriptive criteria for desired outcomes are included for some assessment activities • Instructions are written clearly, with sufficient detail included	• Students are assessed on the topics described in the objectives • There may be some explanation of how assessments will be scored/ graded, however, instructions lack detail that would help students understand how to successfully complete the assessments	• Assessments bear little resemblance to objectives • Expectations or grading criteria are not provided • Instructions are limited or absent

Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

C.2   Assessment Design

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Assessment activities have "face validity" (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary) • Higher order thinking is required (e.g., analysis, problem-solving, etc.) • Assessments are designed to mimic authentic environments to facilitate transfer • Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner • Multiple types of assessments are used (research project, objective test, discussions, etc.) • Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary	• Assessment activities have "face validity" (i.e., they appear to match the curriculum) • Some activities involve higher order thinking • Assessment activities may focus on tasks similar to real-world application of skills • Multiple types of assessments are used • Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help	• It is not clear whether the assessment activities actually measure the desired skill • The majority of assessments require only low-level thinking (memorization, for example) • Assessment activities typically do not include tasks that are relevant beyond the scope of this course • Multiple types of assessments • Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results	• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives • No higher-order thinking skills are required to complete assessment activities • There is little or no evidence of authenticity built into assessments • Assessments are too few and far apart for the course content • Students are not provided activities or resources for self-assessment

Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.1   Supplemental Software

If required – it is permissible to award this sub-category a 6 if the course does not require software beyond the CMS and browser.

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Clear explanations of optional and/or required software including any additional costs are provided within the course • Software required to use course materials is listed with links to where it can be captured and installed • Links are located within the course where learners will use the software (i.e., near the materials requiring its use)	• Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course • Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used	• Software (in addition to the CMS) required to use course materials is mentioned, but not explained • Links to where it can be captured and installed are provided, although they may not be conveniently located	• The need for additional software required to use course materials may be mentioned • Links to software may be missing or incomplete

Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.2 Course/ Institutional Policies & Support

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Software used for the course is adequately supported by the institution, including information for students on where they can obtain help • All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems • Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back. • Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion • Links to institutional services such as the library, or writing center, are clearly labeled and easy to find	• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back • Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion • Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find	• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find • Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail • A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find	• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included • Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail • Links to institutional services such as the library, writing center, or financial aid office are not included

D.3 Technical Accessibility

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students • All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time • Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types • All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application • Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion	• Course materials are compliant with Section 508. • All non-text required communications technologies support the provision of alternate media accommodations in real time. • Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types. • All instructional materials can be opened via free and accessible programs or applications. • Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load.	• Course materials fail to meet all Section 508 criteria completely with Section 508. • Some non-text communications technologies support limited means for the provision of alternate media accommodations • Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types • Most instructional materials can be opened via free and accessible programs or applications • Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load	• Course materials are significantly non-compliant with Section 508 or add cognitive load via inadequate accessibility supports • Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations • Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types • Instructional materials use proprietary and inaccessible media formats • Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports

D.4 Accommodations for Disabilities

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media • Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS • Links to CMS technical support as well as contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem • An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity	• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed on a plan for accommodations that can be delivered in a reasonable timeframe. • Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS. • Links to CMS technical support and DSPS support are provided, and easy to find. • An instructional material inventory of any inherently inaccessible learning objects is provided.	• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations • Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS • CMS technical support is provided, or a link to DSPS department web page, but not always easy to find • An instructional material inventory of any inherently inaccessible learning objects is provided	• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation • CMS settings cannot be configured to allow student accommodations to be provided within the CMS • CMS settings are not configurable to allow for student accommodations • No link to technical support or DSPS department is provided • Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved