



Academic Senate of El Camino College 2016-17

November 1, 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

Fine Arts

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

Mathematical Sciences

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

Behavioral & Social Sciences

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

Health Sciences & Athletics/Nursing

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

Natural Sciences

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

Business

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

Humanities

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

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Compton Educational Center

Paul Flor 16/17
Chris Halligan 16/17

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Counseling

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

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

Division Personnel

Jackie Sims

Ex-officio positions

Chris Jeffries ECCFT

Nina Velasquez ECCFT

Library Learning Resources

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

Institutional Research

Irene Graff

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.

*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator"). 1 of 54

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.



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D. Special Committee Reports	
a. ECC VP of Academic Affairs – Jean Shankweiler	
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E. Unfinished Business	
a. Educational Policies: BP/AP 5070 & BP 4010: Attendance Accounting. These are the 2nd readings and the Senate will vote on these policies.	33-39
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F. New Business	
a. Campus-Wide Emergency Response Drill: Chief Michael Trevis	
b. ECC Technology Plan: Art Leible	52-53
G. Information Items – Discussion	
a. Department Chairs: A task force will investigate proposing the creation of department chairs.	54
b. Online Educational Resources: Mark Fields.	
H. Future Agenda Items:	
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b. Canvas Implementation and Support	
c. Faculty Association of California Community Colleges	
d. Student Success Initiatives (SSSP, SEP, BSI, BSSOT, etc.)	
I. Public Comment	
J. Adjourn	

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
10.18.16

Adjunct (1 year)

Dustin Black XX
Karl Streipe XX

Behavioral & Social Sciences

Stacey Allen XX
Kristie Daniel-DiGregorio XX
Christina Gold XX
Lance Widman EXC
Michael Wynne XX

Business

Kurt Hull XX
Phillip Lau XX
Nic McGrue XX
Josh Troesh EXC

Counseling

Anna Brochet XX
Yamonte Cooper XX
Rene Lozano

Fine Arts

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

Health Sciences & Athletics

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

Humanities

Rose Ann Cerofeci XX
Ashley Gallagher
Pete Marcoux XX
Christina Nagao XX
Adrienne Sharp XX

Industry & Technology

Ross Durand XX
Mark Fields EXC
Patty Gebert XX
Lee MacPherson XX
Jack Selph XX
Ed Matykiewicz
Charlene Smith (alt)

Library Learning Resources

Mary McMillan XX
Noreth Men XX
Claudia Striepe XX

Mathematical Sciences

Megan Granich XX
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 XX
Anne Valle XX

President/Superintendent

Dena Maloney

Academic Affairs & SCA

Linda Clowers
Jeanie Nishime XX
Jean Shankweiler EXC

Assoc. Students Org.

Patrick McDermott

Compton Education Center

Paul Flor XX
Chris Halligan EXC

Ex-Officio Positions

Chris Jeffries (ECCFT)
Nina Velasquez (ECCFT)

Curriculum Chair

Allison Carr XX

Deans' Reps.; Guests/Other Officers:

Irene Graff XX
Rebecca Russell XX
Carolyn Pineda XX

ACADEMIC SENATE MINUTES

October 18, 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 (KDD) called the fourth Academic Senate meeting of the fall 2016 semester to order on October 18, 2016 at 12:33 p.m.

B. APPROVAL OF MINUTES

See pgs. 7-13 of packet for minutes from the October 4th meeting. There was unanimous approval of minutes. KDD welcomed Ms. Rebecca Russell, Director of Library Learning Resources to the meeting. Ms. Russell joined the El Camino College community in March of 2016. KDD said that she is incredibly hospitable, especially for letting us use the Distance Education Conference Room for the AS meetings. Ms. Russell came from Ventura College. She noted that she leads an amazing team of Librarians/Senators including McMillan, Men, and Striepe; she oversees Distance Education, Learning Resources, and Media Services; and she was pleased to attend the senate meeting. Ms. Russell is glad to be at El Camino to help support our students and to be hosting the state-wide AS Executive Board Meeting in February, 2017. Please encourage your students to utilize the library resources. KDD thanked her once again for coming to the meeting.

P. Marcoux and C. Wells made a motion to adjust the order of the meeting so we could jump down to new business, item F.

F. NEW BUSINESS

Educational Policies: Administrative Procedure 5070: Attendance Accounting (pgs. 26-31).

Chris Gold (CG) walked us through a flow chart that gave us a quick overview on how Board Policies (BP) and Administrative Policies (AP) are developed and/or revised. CG said that yes, this slide is a confusing piece of information. When we are revising an AP or BP, there are a variety of things we need to take into consideration. We need to follow Federal & State Law. We also have to look at Ed Codes and/or Title 5. There are legal regulations that have to be followed. We also have accreditation requirements, although some items are negotiable. We want to do what we can to help support our students. We looked at the CCLC template (pg. 28). Things sometimes start with a Dean, College Council weighs in, students sometimes weigh in, and, if it overlaps, the federation will be brought in. Today is a first reading, I want to know if there are any questions or feedback? It is best if you read the policies and come with questions, so I can find the answers. Sometimes I don't know the answers and I have to go ask someone who does. A vote will be taken at the 11.1 meeting.

The committee recommends, (and the Deans concur) to delete BP 5070 (pg. 26), and revise BP 4010 to address overlap. For AP 5070, there have been several readings in Ed Policies and Council of Deans, with involvement from Admissions and the VPAA's Office. At the next meeting, there will be more information about how TBA classes may be affected and whether it is appropriate to insert a reference to student responsibility for dropping classes. There was discussion concerning compressed calendars (Chris W); Dr. Nishime said we are OK. C. Striepe asked about the and/or to allow for midterms, finals, etc. P. Marcoux said we are working with a 16-week semester and 5 days of the week. If you do have questions, please email CG so she can be prepared for the next meeting.

Now let's look at AP 5070 the CCLC template, on page 28. Look at the top box...this is a legal requirement, and we don't have one. These bullet points have to be included, and on top of that, we can include our local practice. C. Wells asked if we have a procedure from the attendance policy for "to be arranged courses." CG will talk to Bill Mulrooney. We have one quick grammatical edit to this, on page 30, a simple change on A 3, change the word "added" to "enrolled". A little bit about the background. This has been in development for years. Some

people who originally worked on it left, so it has been passed around. It was long and included things that didn't need to be there. It went through Ed Policies 6 times last year. We revamped and simplified it, and put our own processes in there. Any questions? KDD said "thank you" for cutting it down to less pages. C Striepe asked about the catalog... it says it is the students' responsibility to drop.....CG will take a look at the language. A. Ahmadpour wanted to know why students have a hard time getting reinstated, or late adds. We will ask Bill Mulrooney. CG will ask if there is a time limit/deadline. If you have questions, email me and CG and she will bring the answers to the next meeting.

Educational Master Plan (EMP) – (pgs. 32-45). This is the first reading of the plan developed by a faculty team. The EMP provides the foundation for the Comprehensive Master Plan which also includes plans for facilities, technology, and staffing.

KDD said that we all know Bob Dillon has been on a "never ending tour". Irene Graff is on her own "never ending tour" dealing with the Educational Master Plan (EMP). I. Graff and a group of faculty worked on it all summer. It is in the packet on pgs. 32-45. Anna Brochet (AB), and Claudia Striepe (CS), will take over from here. Josh Troesh (JT), can't be with us today, because he and his wife are at an ultrasound appointment. This EMP is strategic planning. Pages 32 and 33 are an overview. It includes the initial working group. We met with President Maloney. We got a student panel to work with us. There are nine initiatives with an action plan for each. It is a collaborative process used to develop the EMP. An implementation plan will be developed to provide more specifics on action items. Existing standards are not included in the EMP, the focus is on new developments. It was recommended that some issues, such as distance education and dual enrollment, may need to be addressed in the EMP as well as in other plans such as enrollment management or Technology. Dr. Nishime clarified that dual enrollment refers to ECC courses offered in the high schools. Concurrent enrollment refers to high school students who attend classes on the ECC campus. C. Wells noted information will be provided at the fall plenary of the ASCCC. Are there questions? KDD said this master plan will drive ECC's plan for the future, possibly the next 5 – 7 years. There was some discussion on how specific we want to be. CG asked if we are creating a steering committee. C. Striepe said we don't want to be too specific....we want to be vague in case something changes. A. Ahmadpour asked about these initiatives and goals and what is being done (pgs. 32 & 33). I. Graff said some initiative and guidelines are vague and some are more specific. C. Striepe said look at pg. 34, there are more specific items; some are intentionally vague so they can be implemented properly. C. Wells said we should stay current because the spring plenary will discuss this; it seems to be a hot topic around the state right now. KDD appreciates the students' voice in this work.

C. OFFICER REPORTS

a.President – Kristie Daniel-DiGregorio (pgs. 14-18)

KDD told us to look at the first 5 pages of your packet, they are different; if there are things that need to be added, let us know. There is one acronym that is missing, KDD: Her Highness the President of the Academic Senate and Protector of their Liberties! Notice there is a new AS Handbook posted to the Senate website. There is also a meeting schedule, minutes, goals, etc. Faculty were asked to help facilitate a smooth "Great Shake Out". Thank you to A. Brochet for serving as the Senate rep for the Ethics Policy subcommittee. Does the senate want to endorse our Ethics Board policy? Thanks to M. Fields, he is serving on the state-wide committee for Common Course Management System (CCMS). Mark got some funding (a grant) for our on-line textbooks. C. Wells, asked if this is going to be listed in the class schedule? A. Ahmadpour asked for more information. C. Wells said this should be in the schedule of classes so students would know what to expect. AACCC awards, we can nominate 1 exemplary program; deadline for materials due to KDD by November 1st.

Board of Trustees meeting last night (10.17). Board Docs is fully implemented and a great resource. Everything is posted online, way more information, you get copies of documents and contracts. Have a look at the BOT

website to see what is going on. There was a presentation on the Strong Workforce Program by Dr. Virginia Rapp. This provides statewide funding and support to increase Career and Technical Education (CTE) programs and courses, improve CTE outcomes and close equity gaps. A contract was approved to outsource the staffing plan, which is a component of the CMP. The Board passed a resolution supporting Prop 55. Changes to the election scheduling will mean that the current board or a future configuration of the board will serve one 5-year term, instead of the usual 4-year.

b. VP – Compton Education Center – Paul Flor

I have 2 items to share with you...Last Friday we had a group meeting to finalize our self-evaluation, which is due 10/31. We are also working on our various master plans. We have received notice that, for the accreditation team, Dr. Kindred Murillo, President of Lake Tahoe CC, will chair.

c. Chair – Curriculum – Allison Carr

We had a meeting last Tuesday. Please check our website for more information.

Full Course Review Approvals

AJ 111, ASTR 25H, BIOL 101H & 102H, DANC 221, FTEC 144, POLI 1H, PSYC 5H, WELD 23 & 28

Consent Agenda Approvals

ACR 30 & 34, ACRP 4A & 4B, CHIN 1, CTEC 200, 201, 202, 203, 210, 211, 212, 213, 220, 221, ESL 02C, 02D, ESL 52A, 52B, 52C, HIST 162, 163 (Course Inactivation), SOCI 107, 115

d. VP – Educational Policies –Chris Gold (pg. 19)

Our minutes are on page 19, from a couple of weeks ago. The meeting before that we talked about 5070. We talked about combining no-show and active enrollment reports. This has been on the table for quite some time, but we will put it on the backburner for now. C. Wells, asked what seems to be the problem? CG said there is a technology issue and needs to be worked out. We all want to do it, but we can't, so we'll come back to it later on.

We will talk about +/- grading later on in the meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 20-21)

Meeting last Tuesday. Faculty are encouraged to attend Fitness and Fun for Faculty on Thursday, Oct 21.

f. VP – Finance – Lance Widman (pgs. 22-25)

Lance was at a dentist apt, and was unable to attend. He wanted us to note the PBC minutes from 9/25, and read with care: Please inform students of the changes coming to Financial Aid and how they will be impacted. Students will now need a 2.0 GPA to get their fees paid for. The senate brainstorm indicated a desire for more information about the PBC process. This section of the PBC minutes provides a user-friendly overview. The CMP update provides a very good introduction to the overview of the CMP 2017-2022 (pgs. 31-45).

g. VP – Academic Technology – Pete Marcoux

We had a meeting last week. The college's Technology Plan is being developed and includes discussion of 508 compliance. A few instructors during winter session will have access to canvas. All classes will be able to access Canvas starting spring 2017. To teach online, faculty will still have to complete the online teaching training (those who have already completed this will be grandfathered in), but unlike Etudes, there is no requirement to complete Canvas training. We have talked about concerns with the new laptops and software that comes with it. There was discussion that we may need some training with Canvas. Friday, March 24, 2017 is the tentative date for the next Tech Conference. We need a speaker and we want to get the satellite rooms up and running. Some questions and discussion came up: Can anyone use Canvas? Even in F2F classes? P. Marcoux said it isn't an easy transition. M. Abbani said the advantage of One Drive is that it offers greater storage than Dropbox. The students' emails may be hosted by Microsoft. A. Ahmadpour wants to know why we use Dell. P. Marcoux said all the ITS staff are Dell certified to repair the products. C. Gold said there was talk about training on YouTube. D. Berney wants to know if they have wine at their conferences like Etudes.

h. VP – Instructional Effectiveness/ Assessment of Learning Committee/SLO's – Russell Serr

Program Reviews now go directly into TracDat so faculty have a living document readily available for future planning and program review. The ALC committee met and is continuing their work on PLO Assessments. This one is more involved with Robin Dreizler and the students. The spring final status report will be out tomorrow -- we are very close to 100%. TracDat will be changed to better reflect the current data. KDD said that faculty have reported that the new templates are more user-friendly.

D. SPECIAL COMMITTEE REPORTS

Dr. Nishime wanted to share some data with us. We have the ability to pull a report from the portal for BOG fee waivers. We looked at the number of students who were subject to the loss of BOG fee waivers last spring, 2016. 72% of students who were on track to lose their BOG fee waivers registered for fall classes because there was no block in place to catch them before they registered. What happens? They enroll early, according to their priority. So we don't catch them until the following semester and we are always a semester behind. They had two consecutive semesters at below 2.0 GPA or dropping too many classes. At Compton, there were 178 students or 65%. It is time to do a little intervention with these students. We can't continue on this path.

Dr. Nishime put together a task force to deal with sheltering and food insecurities for homeless students. Some colleges have begun providing shower facilities. There are a lot of initiatives that deal with homeless students. C. Wells asked if we have looked at CSLB and their programs that deal with this. The task force is investigating establishing a food pantry and reviewing the best practices, including those at CSULB.

E. UNFINISHED BUSINESS

F. NEW BUSINESS

G. INFORMATION ITEMS –DISCUSSION

CG said to turn to packet from the last time, pgs. 28 & 29, about +/- grading. Periodically, faculty not on the Senate or one of the committees will ask the Senate to consider an issue. We like to ask the AS and see the response to see if this is something we need to move forward with. The issue is transitioning from a letter grade to adding +/- .There have been discussions with faculty regarding AP 5070, and questions were raised whether the college should implement +/- grading. CG wants to gage the temperature, because some CC's transitioned to this.

A little background on this: In the mid 1990's, changes in state law allowed CC's to begin to use +/- grading. A couple of colleges transitioned to this, most did not. SBCC gathered this information and was very thorough! UC's, 90% use +/- grading. Only UCSF doesn't use +/- . CSU's, all but 2 use letter grading (Long Beach and Fresno). In the CC's, 90% use just letter grades. Some of the issues raised at SB.... pros in +/- grading: this is a more accurate assessment of a student's performance. It motivates students to work harder. It is consistent with the CSU's and UC's. Studies show that for colleges that have switched, the impact on GPAs was negligible. The cons: There is strong opposition from counselors that find it is harder to calculate GPA's. Sometimes they have to manually calculate GPA's. Increased stress levels, not consistent with other CCs. It may create more grading conflicts. CG would like to know your opinions. Questions? Discussion? C. Wells asked what SBCC did with this information? In 2012 SBCC changed to +/- grading. It is a more accurate representation of the students' performance. A. Ahmadpour is for it. CG: If we go forward with this, a change would occur with our grading policy and procedures. CG said it is your prerogative of what you want to do in your class. But in calculating GPAs, that is when the changes would come into play. Do all instructors have to do it or only some? How can it be enforced? CG said it caused problems and disputes when SBCC adopted +/- grading but it was optional. C. McFaul asked what kinds of problems it caused. There was a lot of discussion about whether this would affect our enrollment. CG said there seems to be a lot of interest in this topic. B. Mitchell said for a student who gets a "B", an A- or a B+ is a lot different. It could adversely affect the students in some programs. How about the students who get financial aid? CG: There seems to be a lot of interest, so maybe we'll poll the Senate. Maybe we need to bring this to another conversation and then poll the faculty to get their opinion.

D. Berney asked the senators to poll their colleagues for their input on department chairs. He wants to create a task force to talk about department chairs, and if needed establish a committee. Is there an interest in some departments? If there is interest, (he spoke with Chris Jeffries), we can do this as a revisited item for negotiations in June. But we need to get this on the table. Pros & cons? Roles of chairs compared to deans? What are other colleges doing?

H. FUTURE AGENDA ITEMS

Ed Policies AP 5070 (second reading), BP 5010, AP 5011, Admissions & Concurrent enrollment
Online Educational Resources
Educational Master Plan (EMP) – (second reading)
Campus-wide emergency response drill – Chief Michael Trevis
Faculty Association of California Community Colleges (FACCC) – Chris Halligan

9. PUBLIC COMMENT

10. ADJOURN

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



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

The resolutions below are among those scheduled to be discussed at the Fall Plenary of the Academic Senate for California Community Colleges on November 3-5. Please bring any feedback to the next meeting of the ECC Academic Senate on November 1, 2016. For a complete listing of resolutions and the program for plenary visit: <http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>

10.03 F16 Explore Establishing a More Flexible Discipline for Emerging Career and Technical Education Fields

Whereas, In order to be assigned duties as faculty, individuals must meet the minimum qualifications for disciplines stated in the Disciplines List, and those defined in other sections of Title 5;

Whereas, The rapidly evolving needs of industry and the workforce often put pressure on colleges to develop new career and technical education curriculum to respond to such needs;

Whereas, The creation of new curriculum in emerging career and technical fields may be hindered by difficulties in determining which disciplines on the Disciplines List to assign new courses because existing, specific disciplines may not align well with the emerging fields; and

Whereas, The existence of a discipline on the list of disciplines for which a master's degree is not expected or generally available, and which requires any bachelor's degree or associate's degree and requisite professional experience that is analogous to the Interdisciplinary Studies discipline on the list of disciplines requiring a master's degree, may provide colleges the ability to respond more readily to industry and workforce needs in the development and delivery of new curriculum in emerging career and technical fields;

Resolved, That the Academic Senate for California Community Colleges explore establishing a discipline on the list of disciplines for which a master's degree is not expected or generally available, which requires a bachelor's degree or associate's degree and requisite professional experience, and which is analogous to the Interdisciplinary Studies discipline on the list of disciplines requiring a master's degree, to provide colleges flexibility in creating curriculum in emerging career and technical education fields, and report its findings and any recommendations by Spring 2017.

Contact: John Freitas, Los Angeles City College, Standards and Practices Committee

***+16.02 F16 Modification of the CCCApply Standard Application**

Whereas, As part of the implementation of the Student Success and Support Program by the California Community Colleges Chancellor's Office, noncredit students will be required to use CCCApply as a point of entry to the community college system;

Whereas, the complexity of the CCCApply standard application could present significant obstacles to enrollment into noncredit programs (such as Adult Basic Education, Adult Secondary Education, Short-term Vocational, Workforce Preparation, ESL, VESL, and Older Adults) due to students' limited computer literacy and accessibility, language and literacy barriers, and a lack of clarity on the difference between the term "residency" and immigration status; and

Whereas, The CCCApply standard application¹ has the potential to exclude students from enrolling in noncredit courses which often serve as the first point of entry into college for immigrants, economically disadvantaged, and low-skilled adults;

Resolved, The Academic Senate for California Community Colleges supports the development of a modified CCCApply application for noncredit enrollment that identifies only the appropriate and required enrollment fields for community college noncredit program entry, and includes a paper option; and

Resolved, The Academic Senate for California Community Colleges engages the Chancellor's Office in a dialogue, with noncredit faculty participation, regarding modification of the CCCApply standard application that reflects a commitment to promoting enrollment for students into noncredit programs.

Contact: Dana Miho and Donna Necke, Mt. San Antonio College, Area C

NOTES – COUNCIL OF DEANS
September 22, 2016

Present: J. Anaya, T. Bonacic, W. Cox, R. Davis, K. Daniel-DiGregorio, W. Garcia, E. Geraghty, I. Graff, A. Grant, G. Greco, A. Hernandez, A. Leible, T. Lew, G. Miranda, R. Murray, J. Nacheff, R. Natividad, J. Nishime, A. Osanyinpeju, D. Patel, B. Perez, C. Preston, V. Rapp, S. Rodriguez, R. Russell, A. Sala, J. Shankweiler, J. Sims, L. Ternes

Other Guests: M. Trevis

I. INFORMATION

- A. Notes of 8/11/2016 reviewed and approved. A. Leible noted that there are still attempts to hack CCC Apply with different email addresses. ITS is working on blocking and sorting through them.

II. DISCUSSION/ACTION

- A. Academic Senate Report: K. Daniel-DiGregorio provided an update:

The move to the Library (AS office) and DE 166 (meeting location) went smoothly; thanked everyone involved. AS held an orientation recently, and established their goals this week. K. Daniel-DiGregorio noted the faculty handbook has been around 30 years and revisions will begin this semester.

- B. CEC Report: R. Murray provided an update:

- The grand opening for Cosmetology went well.
- 100% fill rate for morning classes and 90% for evening classes.
- Provided an update on FTES.
- The next Tartar Talk is 9/27/16 in the Student Lounge. Discussion items will include accreditation, enrollment, committees and facilities projects.
- Transfer Fair is on 10/6.

- C. PBC Report: A. Grant provided an update:

8/18 meeting: Held the first reading on the final budget, and a budget workshop was presented to the Board. ECC currently has 16% in reserve (down from last year), and is receiving \$0 for growth and COLA.

8/24 meeting: The budget was ratified.

9/15 meeting: Big changes were noted by Financial Aid: BOG will have tighter restrictions on GPA and successful course completion, a new freeze date (Financial Aid will pay for units as of census date), and students can now submit the FAFSA on 10/1/16 and can use older tax returns. VP Prioritizations will now be known as the College Plan.

- D. Emergency Preparedness Drill: M. Trevis:

10/20 is the California Shakeout earthquake drill. 11/9 will be the Emergency Preparedness Drill (Active Shooter Drill, similar to earthquake drill) at 10am and 7pm, and

will last approximately 10 minutes. Everyone will lock down and shelter in place; no evacuations. Notification and instructions will come through Cisco phones. M. Trevis offered to visit classrooms and offices before the drill. A. Leible noted that most classrooms have had phones installed; work is still being done on non-traditional classrooms and learning spaces. CEC will also have a drill on the same day. M. Trevis noted that building captains will go outside to notify people to take shelter. R. Natividad will work with M. Trevis regarding sporting events and visitors that evening. The link to the video produced by Ohio State will be shared ahead of time, but will not be shown the day of the drills. Members discussed their experiences at other colleges during drills.

E. Foundation Fee Structure: A. Sala:

Foundation is funded 75% by donation and fees; remainder is funded by the College. Every donation (except unrestricted donations) will now be assessed a 5% administrative fee; previously, only donations over \$5,000 were assessed this fee. The policy states that any charitable donation is to go through the Foundation so that donors receive tax receipts.

F. Educational Master Plan and Related Plans: I. Graff:

VPs Nishime and Shankweiler will lead an open forum on 9/29. I. Graff solicited feedback over the next week from members. I. Graff hopes to have board approval in November-December. This is the first time that CEC has their own Master Plan; they are in parallel stages.

G. PRP Annual Program Plan Training: I. Graff:

Hosting Program Review and Annual Program Planning workshops (see handout for dates). Workshop dates for CEC were distributed. PRP partnered up with Academic Affairs for faculty to learn to enter their Program Reviews into TracDat (workshops led by Russell Serr and Linda Clowers). They are also working on a comprehensive training manual and videos. These trainings are strictly for the PRP module. The SAO module is handled by Robin Dreizler, and SLO module is handled by Russell Serr. Due dates for Annual Program Plans vary, but ultimately due by November 15th. J. Nishime noted that if Program Review plans are due 11/15, they will not be reflected in the Ed Master Plan.

H. BP/AP 5070 Attendance: J. Nishime:

David Mussaw and Bill Mulrooney have worked closely with Ed Policies on this document. K. DiGregorio noted that the comments on the draft are in response to the issues that arose. J. Nishime suggested changing the word “article” at the top of page 2 to “procedure” to eliminate contract language. Members suggested changing the professional development deadline verbiage on page 2 to a generic statement such as, “the established deadline”.

Members discussed whether there is a policy regarding professional development for emergency full-time temps or those hired after PD Day; J. Nishime noted that a lot is dependent on *when* a person is hired. A discussion ensued regarding absences during PD Day; consensus was that clarification is still needed in writing whether someone gets double-dinged (use sick time *and* make up the PD hours). Members noted that Study Abroad has only been offered during summer, so it does not affect leaves or absences. It

was also noted that this document reflects apportionment and attendance accounting; not sure why faculty absences are mentioned here. J. Nishime suggested removing all sections regarding faculty professional development since that is addressed in another document.

A discussion ensued regarding combining the active enrollment and no show reports; consensus was to combine them and for the update time to be changed back to 6am. J. Nishime will have B. Mulrooney work with A. Leible to ensure dates and times are correct.

III. Other

Announcements:

- A. I. Graff noted that trainings have been scheduled for Program Review & Annual Planning for Program leaders this fall. Deans and Directors must authorize new plan leaders in advance of these trainings. Academic Affairs should normally be contacted to authorize access, but she is willing to help facilitate training this time. Council members who oversee Program Plans received personalized lists of program plan leaders before the meeting which were edited and delivered to Academic Affairs. Members noted that “Program Review & Planning” and “Program Plans” are different, yet contain some of the same words, causing confusion for faculty; it was suggested to rename “Program Plans” to “Annual Program Plans”. Members expressed frustration with TracDat. Additional trainings this fall should help address some concerns.
- B. G. Greco reported that he needs lab space for Ed Dev classes; Council members to advise on availability in their area.
- C. J. Nacheff distributed “Rhapsody in Taps” flyer.

IV. NEXT MEETING

10/13/2016

9:00 am – 10:30 am

Adm 131

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 3, 2016

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Linda Beam, Kristie Daniel-DiGregorio, Irene Graff, Jo Ann Higdon, Chris Jeffries, Jeanie Nishime, Susan Pickens, Luukia Smith

Alternates: David McPatchell

1. Minutes – September 19, 2016: Approved as presented.
2. College Council 2015-16 Evaluation results were reviewed. It was noted that there were 12 out of 14 responses received. (Results posted [here](#).)
 - A. Committee Purpose
 - 1) CC Responsibility (AP 2510): There is a general overall upward trend.
 - 2) CC Purpose Statement: There is considerable improvement in this area.
 - B. Annual Goals (2015-16) – We only evaluated goal # 4 (Support initiatives of the CEC to train staff/faculty/committees in preparation for accreditation through quarterly reports and discussion) – The results reflect that CC mostly completed this goal. There was additional documentation regarding the completion of goals 1, 2, 3, 4, and 5.

It was noted that the two lowest scores were under “To facilitate communication and serve as a forum to exchange information that affects the college community.” Luukia said that some things should go out through Area Councils. Luukia also asked what should be communicated and how. Irene reported that there is a standard report at the Dean’s Council. Irene noted that there are some holes in communication. Susan reported that she sends out informational e-mails to confidential employees. Luukia asked what should be sent out by her. It was suggested that she send out minutes on the listserv. Luukia is hesitant to send out emails that people do not want to receive. There are more important emails that she would like them to read. Kristie suggested sending out a brief email each semester letting people know where various information can be found. Chris noted that sometimes there is information overload. Jeanie said that each person could decide what and how to communicate with their constituents.

3. Proposed Goals for 2016-17 are listed below. The goals will be reviewed and finalized on October 17, 2016.
 - 1) Conduct an annual evaluation of campus wide progress on Strategic Initiative C.

- 2) Review and endorse all components of the Comprehensive Master Plan 2017-2022.
- 3) Develop a strategy to ensure all policies and procedures legally required are written and posted.
- 4) Monitor and support the advancement of the College's completion agenda and student equity objectives.
- 5) Review results from campus wide surveys and charge appropriate committees to respond to concerns.
- 6) Participate in the annual review of the Mission & Strategic Plan.
- 7) Discuss modifying BP 1200 (District Mission and Strategic Plan 2015-2020, The El Camino College Mission, Vision, Values, and Strategic Initiatives) to address campus wide sustainability measures.
- 8) Increase College Council awareness of Strategic Initiatives and dissemination of information to constituent groups by scheduling informational presentations at College Council meetings.

Agenda for October 17, 2016

1. Minutes – October 3, 2016
2. Board Agenda Review
3. Flow Water Presentation – References (Eman Dalili)
4. College Council Goals 2016-17

2015-16 College Council Goals

1. Update and Review Board Policies and Administrative Procedures.
2. Have all Consultation Committees revise and post minutes, agendas, purpose and goals to their specific Committee webpage, and have a link to these pages from a central Administrative page.
3. Review and endorse the Master Plan.
4. Support initiatives of the CEC to train staff/faculty/committees in preparation for accreditation through quarterly reports and discussion.
5. Develop plans and procedures to orient new members to consultation committee.

Faculty Development Committee Meeting
Minutes for Tuesday, October 25, 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.*

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Stacey Allen* (present)	(SA)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Ross Durand (excused)	(RD)	Industry & Technology
Diaa Eldanaf (excused)	(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 (excused)	(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. Fitness and Fun for Faculty

(SA) reported that there were 12 attendees at the last meeting on 10/20. Guest presenters included Traci Granger, Mary Lyons, and Jan Schaeffer. (SA) noted that staff have inquired about the workshops and would like to attend. The committee welcomed the idea and thought a more inclusive title would be appropriate and suggested Fitness and Fun for Everyone! (SA) will propose this title to workshop originator Joy Zhao. In addition (BH) suggested that perhaps each workshop could encompass two components rather than four due to time constraints and suggested alternating the components each month. (DB) suggested a Cartesian mind-body approach, for instance the physical fitness component be paired with the cognitive fitness component and nutrition with humor. (SA) announced that the next meeting will take place on 11/17 from 1:00-1:50 in the TLC and will feature Strength and Conditioning Coach Kim Jones.

2. Outstanding Adjunct Faculty Award

(SA) announced that Oafa nominees have been notified of their nomination and have until Friday, October 28th at 4:00pm to submit the application and supporting materials. The selection committee includes Dipte Patel, Stacey Allen, Evelyn Uyemura, Kim Nguyen, and Syrah Navid (Student Senator for Health Sciences & Athletics Division) and will meet at 10:00 am on Friday, November 4th in SOCS 101 to select the Oafa recipient.

3. Getting the Job Workshop Series: Part 2: The Interview

(SA) noted that the Alondra Room will need to be reserved for January 27, 2017, 12:30-3:00 to hold the GTJ Pt 2 workshop. (SA) asked for panelist suggestions noting that the panel typically includes one dean and two-three faculty. (CS) recommended Rebecca Russell (Director, Library) as well as Jaynie Ishikawa (Director, Staff and Student Diversity). (BH) suggested Sue Bickford (math), Elise Geraghty, (Associate Dean, Humanities), and Bruce Peppard (English). (DB) volunteered to speak with history professors John Baranski and Hong Herrera-Thomas. (BH) recommended a panel that includes faculty who were recently hired as well as those who have served on hiring committees and suggested sending an email to newly hired faculty to gauge interest in panel participation.

(SA) noted that faculty hiring positions will be determined on November 15th which does not allow for much time to promote GTJ, Part 1 which will take place on December 2nd. (SA) reported that in a previous meeting (LM) suggested a “save the date” flyer to be sent in early November and another to be sent after the final hiring decisions are made. In addition, (LM) suggested listing the faculty positions on the flyer. (BH) concurred that this a great idea, but also suggested a note that the workshops are valuable for anyone planning to apply to a full-time teaching position at any community college. (CS) noted that typically an email is sent from Academic Affairs announcing the faculty positions and announcements are made at senate and division meetings. (AV) reported that at Compton College, Rachelle Sasser of Human Resources typically notifies the campus of new faculty positions through campus listservs.

4. Tenure Recognition

(SO) is working with Julie from the bookstore to purchase mementos who will have an opportunity to explore additional memento options while attending a new vendors convention in early November. (SA) reported that because the Marsee does not have an elevator to the second floor, it would not be a suitable location for the tenure reception. (SA) met with Susanna Meiers who has agreed to consider holding the tenure reception on February 9, 2017 from 12:15 to 1:15 at the Art Gallery.

5. Brown Bag Series/Workshops

The FDC reviewed the results of the Academic Senate 9.20.16 brainstorming session to explore workshop and/or brown bag options. (SO) noted the benefit of a one-day informational presentation given that there are numerous student initiatives that faculty and students are unaware of such as SEP and SSSP as well as new programs such as the RISE Center. (SA) suggested a twice-monthly brown bag series for the spring semester devoted to information sharing and pedagogy. (BH) noted the need for greater awareness of college programs and operations and professional development opportunities devoted to teaching, yet noted the recruiting, coordinating, and logistical challenges of a twice-monthly series. As a result (SA) suggested that two FDC members volunteer each month to recruit and coordinate the sessions. Members were encouraged to look at the spring calendar and discuss further at the 11/8 FDC meeting.

6. Promoting flex information/activities in division mailrooms

Members are continuing to explore available space in division mailrooms that can be devoted to professional development information.

Meeting adjourned 1:45

SA/10.26.16

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 6, 2016

MEMBERS PRESENT

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

Other Attendees: Members: S. Waterhouse

Support: B. Atane, I. Graff, J. Nishime, J. Shankweiler (R. Natividad acting VP)

The meeting was called to order at 1:04 p.m.

Approval of the September 15 Minutes

1. The date on agenda with reference to the draft minutes was corrected to September 15, 2016.
2. Page 1 – Financial Aid Update section. Last sentence: **Delete:** This will be in effect for the next 31 years. **Added:** This will be the first time that an academic criterion is used to determine eligibility.
3. It was noted that the comprehensive master plan update meeting was moved to October 11th due to conflicts.

PBC Evaluation Timeline/Discussion – I. Graff / R. Natividad (handout)

1. The PBC evaluation survey was provided for a second time for committee review and updates. It was noted the PBC conducts an annual evaluation to provide feedback on the committee structure and effectiveness. No changes or additions were suggested. The PBC evaluation will be provided to members and support via an email link. The committee was encouraged to provide feedback during the open evaluation period.

PBC Annual Planning and Budgeting Calendar – I. Graff, R. Natividad (handout)

1. A revised, updated Annual Planning and Budgeting Calendar was provided to the committee. The updated calendar provided the same information but in a more concise format and alignment. Discussion and input was provided by the committee on timelines and additions to the calendar. The calendar has been used in the original format for a number of years. President Maloney provided feedback on alignment and format prior to the meeting to assist the committee. Discussion provided the addition of: The college plan finalized/budgeted (October), Faculty Obligation Number (April), May revise (May), and the Mid-year evaluation (January) will be changed to mid-year updates. The committee and support members were encouraged to review included dates from their area to confirm appropriate dates are provided. The calendar additions will be made and the calendar will be reviewed again by the committee.
2. The committee was provided two informational graphics on the timeline for planning and budgeting. These two documents are graphic representations of the monthly activity of each process. Discussion took place as to the integration of the two charts into one chart showing the link between planning and budget.

TracDat Training Schedule/Discussion– I. Graff (handout)

1. I. Graff provided and update with the TracDat system to the committee. In addition, the Fall 2016 Program Review and Program Plan Training schedule was provided to the committee. It was noted that all program leads should attend a training session. Program participants should also contact I. Graff for additional information.

Adjournment – R. Natividad

1. The meeting adjourned at 1:40 p.m. The next meeting will be held on **October 20, 2016 at 1:00 p.m.** in Library 202.

RKN/lmo

APPROVED



Assessment of Learning Committee (ALC)

Monday, September 12, 2016

Admin 131 - 2:30pm to 4:00pm

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

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Linda Clowers
Compton Coordinator – Hoa Pham (Interim)
Business – John Mufich
Fine Arts – Vince Palacios
Fine Arts Associate Dean – Walter Cox
Health Sciences & Athletics – Russell Serr

Humanities – Kevin Degnan & Rhea Lewitzki
Industry & Technology – Merriel Winfree & Bruce Tran
Mathematical Sciences – Susanne Bucher
Natural Sciences – T. Jim Noyes
Library/LRU – Claudia Striepe
Institutional Research & Planning – Joshua Rosales

MINUTES

Call to Order: Meeting was called to order at 2:45 p.m.

I. Introductions

New ALC members were introduced:

- Merriel Winfree is the new co-Facilitator for Industry & Technology.
- Rhea Lewitzki is the new co-Facilitator for Humanities.

The rest of the ALC members introduced themselves.

II. Approval of Minutes

Jenny S. moved to approve the minutes for the 04/25/2016 ALC meeting; motion was seconded by Claudia S. Motion was carried.

III. Reports

A. Spring 2016 Assessments – Russell Serr

1. Spring assessments are due on September 16, 2016 (3rd Friday of the Fall semester).
2. “Working” Workshops (“Entering SLO Assessments in TracDat”): Wednesday, 9/14/2016—one more before the Spring 2016 assessment due date.

B. Fall 2015 Assessments – Russell Serr

1. Russell S. reviewed the Fall 2015 before they were uploaded to the SLO website. Overall, the quality of assessments and Actions are pretty good. The collaboration among faculty has improved so much compared to when we first started. We still want to continue to have part-timers more involved.
2. One area we need to improve upon are the PLO assessments. PLO assessments should be the first one we address rather than secondary. SLO completion rate and quality are great but completion of PLO assessments and quality still need work. Need to address it early, i.e. who is going to be the lead, what type of assessment will be done, etc. This needs to be put higher on faculty’s priority list.

3. Isabelle P. stated that there are still some SLOs that were not assessed but were still uploaded to the website, but faculty is still encouraged to complete any assessments that were not done and the website can be updated.
- C. Timeline Changes – *Russell Serr*
1. Russell reminded the ALC to send in any SLO/PLO timeline changes to Coordinators (classes cancelled or not offered) in a timely manner.
 2. In the case of the Fall 2015 assessments, not too many facilitators sent in timeline changes until much later.
 3. ALC preference is to turn in new timelines mid-semester vs. on Flex Day; Divisions will get a new 4-year timeline worksheets for the next 4 years on Spring 2017 Flex Day and will turn in their extended timelines by mid-semester.
- D. Writing Across the Curriculum Update – *Linda Clowers*
1. There will be a couple of lead instructors who will be the Coordinators of this effort; *Jenny Simon**, Claudia Striepe, Jason Suarez & Debra Breckheimer met a couple of times during the Spring semester and did some research on a few things to get ideas together to plan what to do in the Fall semester; Linda C. still has to touch base with that group so that they can get a plan going for the Fall.
 2. In the Fall semester, this group would like to lead some training sessions with a cohort of faculty who would like to get a little bit more information on what is called “Community of Practice”, where instructors learn how to prepare their students with some of the basic foundational skills for understanding any kind of content that they get—the whole idea of Threshold Concepts: what do students need to know so that they can be successful in any course they are planning to take on—a little bit more focused on some of the non-cognitive factors that impact student learning.
 3. Linda C. will touch base with the group at the beginning of this term

IV. Critical Thinking ILO (#1) Preliminary Results – *Jenny Simon*
(PowerPoint Presentation—See attached)

- A. Group met on April 8th; data sent to Josh at IRP.
- B. 3 categories on the rubric: Identify, Analyze, Conclude
- C. Jenny S. discussed preliminary results (see attached):
 1. 59 sections represented (vs. 13 for previous ILO assessment—Communication ILO); Number of students = 1,424 students (valid assessments)
 2. Female pass rate is a little higher than Male pass rate; Rhea L. asked if ECC has more female students; Josh stated there are a few more females than males here in ECC but pretty close to 50% whereas in Compton, there is more female than male students.
 3. One of the things we wanted to know is the number of units the students who were assessed have.
 4. IRP still needs to finalize results.
 5. Linda C. stated that it might also be helpful to include the different types or categories of classes that were assessed.
 6. Claudia S. suggested that we should share this info with the Student Success people as well.

V. Community and Personal Development ILO (#3) – *Russell Serr and Jenny Simon*

- A. This year we are assessing ILO #3, Community and Personal Development. Jenny compiled a list of programs that have PLOs and SLOs that align with this ILO. There are 22 programs

represented by 7 divisions. Business is the only division that did not have any programs aligning with this ILO. John M. mentioned that they reach out to the community; Jenny S. And Russell S. suggested looking over the business PLOs and SLOs and reading the ILO description more and taking a second look.

- B. Russell S. stated that Student Services will be a big part of this ILO. Robin Dreizler will be a great source for this ILO. Linda C. stated that we can talk to Robin Dreizler about SAOs and how the data that they collected can be used for assessing this ILO.
- C. SENSE (Survey of Entering Student Engagement) and CCSSE (Community College Student Report) surveys are done periodically, per Joshua R. Per Jenny S., we can look through the survey and what questions we want to pull; Joshua stated that they are about to give the SENSE survey again and the CCSSE survey was done a year ago. They will look at the questions from that survey and pull data from that.
- D. Discussed the results from the last assessment of the previous Core Competency IV: Professional and Personal Growth and V: Community and Collaboration.

VI. GOALS for Fall 2016

- ◆ Communication ILO Actions/WAC
- ◆ Critical Thinking ILO Report/Actions
- ◆ Community And Personal Development ILO
- ◆ SLO/PLO Best Practices

VII. New Discussion

Kevin D. suggested taking another look at the TracDat Template; some faculty are using it wrong or it needs to be revisited to match the TracDat windows. Will put it in the next meeting’s agenda.

VIII. Next meeting – October 10, 2016


IX. Adjournment: Meeting was adjourned at 3:30 p.m.

FALL 2016 ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131	Facilitator Training Sessions Tuesdays 1:00 to 2:00 pm Library West Basement, Rm. 19	TracDat “Working” Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines
September 12 October 10 November 14 November 28	September 13 October 11 November 15 November 29		Spring 2016 Assessments – September 16, 2016

**Correction from October 10, 2016 ALC meeting.*

Attachments:

PowerPoint presentation – Critical Thinking (#1) ILO Preliminary Results

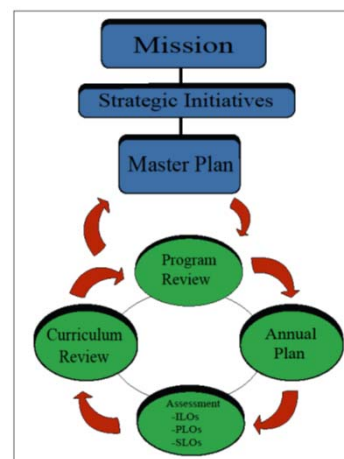


CRITICAL THINKING ILO ASSESSMENT: RESULTS

Jenny Simon, Ed.D.
Russell Serr

ASSESSMENT OVERVIEW

- 3 levels of outcomes assessment
- Affects and is affected by other planning processes
- Cyclical



PREVIOUS ILOS--ASSESSMENTS

- ILO 1 - Content Knowledge - Assessment Results (Assessed Spring 2014)
- ILO 2 - Communication and Comprehension - Assessment Results (Assessed Fall 2010)
- ILO 3 - Critical, Creative, and Analytical Thinking - Assessment Results (Assessed Spring 2011)
- ILO 4 - Professional and Personal Growth - Assessment Results (Assessed Spring 2012)
- ILO 5 - Community and Collaboration - Assessment Results (Assessed Fall 2012)
- ILO 6 - Information and Technology Literacy - Assessment Results (Assessed Spring 2013)

AFTER ASSESSING ALL...

6 → 4

- Critical Thinking
- Communication
- Community and Personal Development
- Information Literacy



ECC CRITICAL THINKING ILO

ILO #1 – CRITICAL THINKING

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

- Identify vital questions, problems, or issues and evaluate solutions.
- Analyze, compose, and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.



QUESTIONS TO PONDER

- What is critical thinking to you as an instructor?
- How or when do you ask your students to use “critical thinking”?



METHODOLOGY

- Faculty pull student assessments involving critical thinking from ONE of their sections.
 - Between 10th and 16th week of Spring 2016
- Faculty rated the assessments using the rubric; recorded in rubric provided by IR
- Brought preliminary results (and student work) to Assessment Lunch on Friday, April 8.



ADVANTAGES FROM PREVIOUS ASSESSMENT

- More authentic
 - Faculty rated an assessment rather than overall performance
- Participating faculty involved from earlier in the process
 - From previous semester rather than right before assessment
- Involved use of a rubric rather than simple rating scale
- Involved dialogue as part of the process rather than after the fact

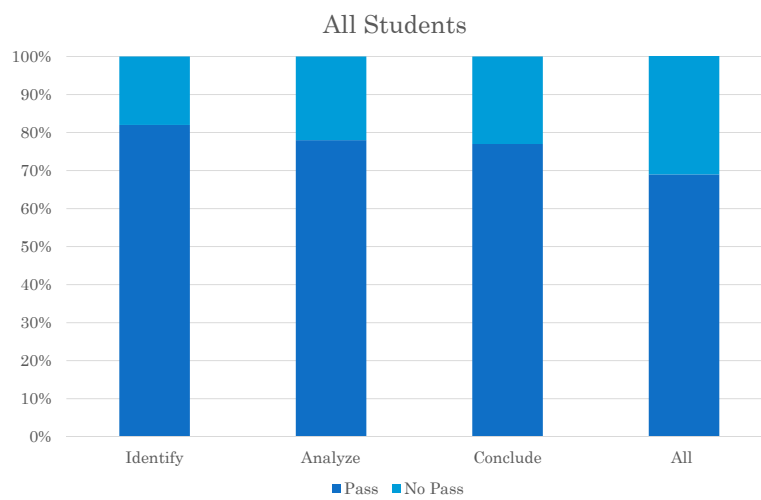


RESULTS

- 59 sections represented (versus 13 for previous ILO assessment—communication ILO)
- N=1424 valid assessments

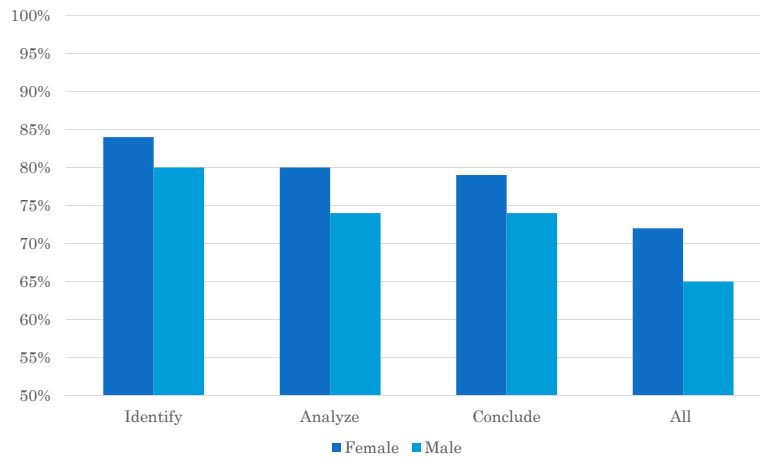


RESULTS



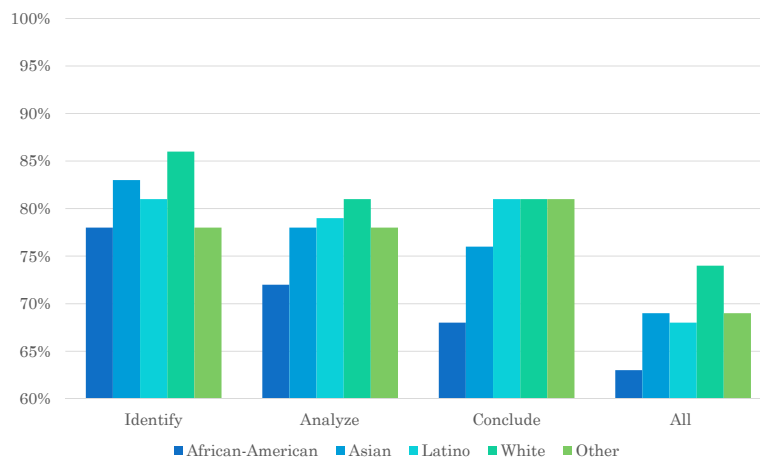
RESULTS

Pass Rates--Gender



RESULTS

Pass Rates--Ethnicity



REFLECT ON THE DATA

- What other questions do you have about the data (this is a preliminary breakdown).
- What does the data mean to you?
- What actions should be taken as a result of the data?



Board Policy 4010

Academic Calendar

The Superintendent/President shall, in consultation with the appropriate constituent group representatives on the Calendar Committee, develop and submit to the Board for approval an academic calendar with at least 175 days of instruction and/or evaluation in order to qualify for full apportionment from the State School Fund.

Deans: 10/13/16

Senate: 1st reading 10/18/16; 2nd reading 11/1/16

Reference:

Education Code Section 70902(b)(12)

El Camino College Policy

Adopted: 4/15/02 Amended: 6/15/15

Board Policy

5070 Attendance

The Superintendent/President shall, in consultation with the appropriate groups, develop and submit to the Board for approval an academic calendar with at least 175 days of instruction and/or evaluation in order to qualify for full apportionment from the State School Fund.

El Camino College
Policy Adopted: July 16, 2012

Recommended Deletion

AP 4010 Academic Calendar

References:

Education Code Section 79020;
Title 5 Sections 55700 et seq. and 58142

Note: *This procedure is **legally required**. Local procedures related to the establishment of the academic calendar may be inserted here, including:*

The number of days that define an academic year (traditionally, 175 days of instruction and evaluation)

Flexible calendar options, if any

Processes for determining the academic calendar

Holidays, which include:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (Third Monday in January)
- Lincoln Day (February 12 *or see Note below*)
- Washington Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Veterans Day (November 11 *or see Note below*)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)

Cesar Chavez Day and Native American Day are local options if collectively bargained (Education Code Sections 79020(k) and 79020(l))

Other Holidays – The Board of Trustees may declare other days to be holidays and close the colleges and offices when good reason exists. (*These holidays traditionally have been New Year's Eve day, the day after Thanksgiving, and Christmas Eve day.*)

Note: *Please refer to Education Code Section 79020 for laws regulating the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends.*

AP 5070 Attendance

References:

Title 5 Sections 58000 et seq.

Note: *This procedure is **legally required**. Local practice may be inserted, but must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the “first period” (between July 1 and December 31) and “second period” (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor’s Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

NEW ADMINISTRATIVE PROCEDURE

AP 5070

ATTENDANCE ACCOUNTING

Attendance Accounting

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

- A. Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- B. Selection of a single primary term length for credit courses.
- C. Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).
- D. Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.
- E. Preparation of census day procedure tabulations.
- F. Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.
- G. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.
- H. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.
- I. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- J. Maintenance of the college and center in the District for at least 175 days during the fiscal year.

Student Enrollment, Attendance, Withdrawal, and Drop

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology. At the end of each semester instructors shall submit attendance rosters to the Admissions and Records Office.

A. Course Enrollment

1. Attendance Roster - Instructors shall maintain accurate attendance rosters and it is the responsibility of the instructor to verify their roster online to ensure accuracy in enrollment. After census day, only students who are enrolled in the course or have completed the proper auditing procedure may attend. The Admissions and Records Office shall distribute, collect, and input attendance rosters for courses coded as positive attendance.
2. Waiting List – If instructors choose to add students on the first day of class, instructors must add students in the order in which they appear on the waiting list before they add any students who do not appear on the waiting list. After the first day, instructors may add students at their discretion.
3. Student Adds – ~~Once the class begins, students must add the class online using the add codes provided to each instructor. A student who fails to officially add a course by the add deadline will not be added. If space is available, students who have completed registration may add a class by securing permission of the instructor and an add code. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline, except for documented extenuating and mitigating circumstances.~~
4. Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend.

Commented [CG1]: The following statement is adapted and updated from existing language in the college catalog. ("If space is available, students who have completed registration may add a class ~~by going to the first meeting of the class and~~ by securing permission of the instructor *and an add code*. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline." Last sentence added from the next page in the catalog.

B. No Show Reports

Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster and their places given to waiting list students. If illness or emergency prevents a student from attending the first class session, the student must contact the instructor. Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.

Commented [GF2]: From the college catalog.

D. Active Enrollment Report

The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster. Students who failed to officially enroll are asked to leave the class. In the Active Enrollment Report, Instructors drop students who are no longer participating in the course as of the last date of attendance.

C. Withdrawal by Instructor

After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students whose absences exceed 10% of the scheduled class meeting. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct.

D. Withdrawal by Student

The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances. It is the responsibility of the student to officially drop a class by the deadline date. If a student fails to drop by the deadline, the student may be subject to a substandard grade or a withdrawal "W" and incur all relevant fees.

Commented [CG3]: From the college catalog.

References:

Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.

Education Code section 84040

State Chancellor's Office Student Attendance Accounting Manual

~~Agreement between El Camino Community College District and El Camino College~~

~~Federation of Teachers, Local 1388, AFT, AFL-CIO~~

Contact: Academic Affairs Analyst

Academic Senate Educational Policies Committee: 5 readings in Fall and Spring 2015/16,
9/29/16

Deans Council: 4/4/16, 9/22/16, 10/13/16

Academic Senate: 10/18/16, 11/1/16

College Council:

El Camino College

Educational Master Plan 2017-2022

Proposed Initiatives & Action Items

Introduction

The El Camino College Educational Master Plan (EMP) for 2017-2022 was developed based on input from the Master Plan Work Group (MPWG), students, the Superintendent/President, faculty, staff, and administrators. It also reflects broader trends: we identified areas experiencing momentum in the ECC community, the California Community Colleges system, and the South Bay area. As the world changes, so do educational and business needs, and we aim to be relevant and responsive to students' goals in the 21st century.

Based on strategic planning discussions from 2014-2016, the MPWG identified four Focus Areas for future planning.

Focus Areas & Themes:

1. **Teaching and Learning:** To support professional development, innovation, methods that work, student learning and development
2. **Access, Progress, and Completion:** To support student access and equitable and timely progress and completion
3. **Enrollment Management:** To stabilize enrollments, and ensure adequate growth
4. **Institutional Process Improvement:** To ensure efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks

In addition, the MPWG saw that these Focus Areas were connected by Themes: (illustration of the themes is included in the Appendix)

- **Community:** Supporting ECC's internal and external communities
- **Equity:** Ensuring equitable services, learning, and achievement
- **Technology:** Facilitating efficiency, effectiveness, and service through technology
- **Initiatives:** Connecting college processes to existing mandates
- **Stewardship:** Maintaining fiscal and institutional soundness
- **Integration:** Processes and college activities are coordinated together and are mutually supportive

From there, the EMP Faculty Team met in 2016 to develop an EMP based on these Focus Areas and Themes. This faculty team included representatives from multiple academic departments, Library and Learning Resources, Counseling, and Institutional Research & Planning. The Initiatives and Action Items below are a result of their collaborative efforts.

Mission & Strategic Initiatives:

Lastly, the EMP is closely aligned with ECC's Strategic Initiatives for 2015-2020. In fact, most EMP Initiatives align with ECC's Mission and Strategic Initiatives, and all six Strategic Initiatives are represented in the EMP¹.

ECC Mission Statement

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Strategic Initiatives & Objectives:

A - STUDENT LEARNING: Support student learning using a variety of effective instructional methods, educational technologies, and college resources. Objectives are:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

B - STUDENT SUCCESS & SUPPORT: Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy. Objectives are:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

C – COLLABORATION: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. Objectives are:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.

¹ District Mission and Strategic Initiatives can also be found at

<https://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf>

4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

D - COMMUNITY RESPONSIVENESS: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community. Objectives are:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance Science, Technology, Engineering and Math (STEM) training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

E - INSTITUTIONAL EFFECTIVENESS: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

Objectives are:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

F – MODERNIZATION: Modernize infrastructure and technological resources to facilitate a positive learning and working environment. Objectives are:

1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plans

Educational Master Plan

The Educational Master Plan outlines a set of broad initiatives and specific action items developed through the process described above. The final Board-approved plan will serve as the foundation for other planning and be the college's strategic roadmap that guides decisions and directions in the coming years. Action items are grouped under initiatives that include Building Community, Curricular Innovations, Empowering for Equity, Funding Technology, Comprehensive Student Support, Technology for Communication, Improving our Processes, and Lowering the Cost of Education.

A - Curricular Innovations: Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

Descriptive Narrative: ECC's curricula shape each student's classroom experience. As such, we will ensure our academic programs are at the cutting edge of curricular innovations. We will bolster a culture of creativity, ensuring our programs are informed by the latest research, best practices, emerging pedagogies, and career trends. Moreover, innovation often requires new technologies, as well as funding for faculty exploring new approaches and ideas. In the long term, this initiative will lead to greater student engagement, success, and persistence. This aligns with several ECC Strategic Initiatives, especially Strategic Initiative A's emphasis on "effective instructional methods." In addition, the community partnerships and service learning that will result from this initiative support Strategic Initiative D: Community Responsiveness.

Focus Area(s): Teaching and Learning, Institutional Process Improvement

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness, and F - Modernization

Action Items:

1. Develop and/or expand integrated programs in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (contextualized learning)
2. Promote innovations in the basic skills curricula that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level Math and English
3. Identify and support job development and certifications to provide improved career technical educational opportunities for our students, in alignment with the Strong Workforce Program and other initiatives
4. Establish a long-range plan to expand a high-quality and robust distance education program to support access and increase enrollment and learning options through implementation of the Distance Education Plan

5. Conduct an assessment of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings
6. Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas
7. Develop and promote the adoption and utilization of resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success
8. Facilitate and expand alternative modes of instruction using ECC's learning management system (LMS)

B - Empowering for Equity: Equip faculty and staff to equitably serve our increasingly diverse student population

Descriptive Narrative: Since the revamping of the Student Equity Program (SEP) in 2014, ECC has become more aware of the "equity gaps" experienced by historically underserved student populations on our campus. While we have become increasingly responsive to these students' needs, we hope to scale up and expand our efforts, especially with regards to professional development for faculty. We will ensure faculty are conversant with equity gap data, strategize and coordinate professional development efforts, and encourage faculty to engage in equity-minded inquiry. Ultimately, we want to close the equity gaps at ECC, fulfill Strategic Initiative B in providing "support services to promote and empower student learning, success, and self-advocacy" for all students, and be more mindful of our mission statement's emphasis on serving our "diverse communities."

Focus Area(s): Access, Progress, and Completion, Teaching and Learning

Allied Strategic Initiatives: A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:

1. Regularly disseminate achievement gap data to faculty and staff to facilitate productive discussion of those areas where ECC could better serve targeted student populations
2. Develop an evidence-based and integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills Initiative (BSI)) and other campus stakeholder groups
3. Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies
4. Offer professional development programs that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices
5. Institutionalize equity practices by regularly scheduling professional development programs that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes
6. Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching

7. Develop an ongoing review process to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines

C - Funding Technology: Prioritize campus technology needs and ensure a stable and regular source of funding for assessing and updating infrastructure

Descriptive Narrative: Up-to-date technology is essential to student matriculation, college communication, classroom instruction, and data collection at ECC. Therefore, addressing our technology needs is vital to the success of the Master Plan. Moreover, maintaining a high-functioning technology infrastructure is not a one-off expense. Instead, it requires forward-thinking leadership and ongoing funding, especially because technology reaches into every corner of the college experience for both staff and students. This initiative should be supported and sustained through an actionable Facilities Plan, implementation and continuous updating of the Technology Plan, and effective personnel planning. This will all serve to help fulfill Strategic Initiative F, which states that ECC will “[modernize] infrastructure and technological resources to facilitate a positive learning and working environment.”

Focus Area(s): Access, Progress, and Completion, Institutional Process Improvement

Allied Strategic Initiatives: B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness, and F - Modernization

Action Items:

1. Conduct a series of surveys/focus groups among students and faculty/staff to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes
2. Identify and address issues that hinder student support processes
3. Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative
4. Produce written plans for regular replacements and upgrades for classrooms and faculty laptops/computers, which are periodically shared with the departments and college campus via the Academic Technology Committee
5. Develop and adhere to the highest level security protocols to ensure safekeeping of student and college data and information
6. Review technical capabilities in classrooms and CMS to ensure that the infrastructure supports instructional technology initiatives
7. Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule
8. Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use).

D - Technology for Communication: Utilize various technologies to improve communication and to promote increased completion rates for ECC students

Descriptive Narrative: Tracking student progress—and maintaining communication with them about their progress—is essential to students’ persistence and completion. Therefore, it is vital we have the technologies necessary to fully support our students, many of whom are “digital natives.” However, students in an EMP focus group emphasized how they struggled to access important college information using existing ECC technologies. Initiative D will remedy this problem and ensure communication is intuitive, effective, and relevant for students, while also providing necessary privacy safeguards and technological support. This, like Initiative C, aligns closely with Strategic Initiative F: Modernization.

Focus Area(s): Access, Progress, and Completion, Institutional Process Improvement, Enrollment Management

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, E - Institutional Effectiveness, and F - Modernization

Action items:

1. Work with local high schools to digitally acquire the paperwork necessary for entering students (currently, many prospective students give up on registration because they receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours)
2. Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options)
3. Improve ease of access to querying data necessary for assessments of various programs, initiatives, services etc.
4. Ensure web/mobile processes are continually evaluated to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices
5. Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert
6. Use technology to more closely track student progress so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors
7. Create or adapt a mobile app for El Camino students that allows them to interact with all college systems in a “mobile-first” environment (including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC)

E - Comprehensive Student Support: Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

Descriptive Narrative: Currently, students receive support from many areas on campus, especially if they belong to one of the many successful programs on campus, such as First Year Experience and Extended Opportunity Programs and Services (EOPS). However, many entering students do not belong to a program. One EMP focus group student shared that he was disconnected from ECC during his first year, until he discovered EOPS, which radically transformed his relationship to our campus. We hope to learn from the success of these programs. We will structure and expand services so that comprehensive support becomes the normal ECC student experience. This begins by developing the core services targeted by the Student Success and Support Program (SSSP): orientation, assessment and placement, counseling and education planning, and follow-up services. In addition, “comprehensive” student support means adequate staffing resources throughout the calendar year, sustained support throughout the duration of each student’s educational journey, and consistently high quality in the delivery of services. Clearly, this is closely allied with Strategic Initiative B: Student Success and Support.

Focus Area(s): Institutional Process Improvement, Access, Progress, and Completion, Enrollment Management, Teaching and Learning

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness,

Action Items:

1. Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan
2. Expand and/or develop bridge programs to address the student support needs of basic skills students, prior to credit coursework, building on ECC’s existing Math and English summer bridge programs, and working in concert with local high schools and Adult Education in order to create a seamless transition into college coursework
3. Evaluate ECC’s placement procedures, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into Math and English classes where they will experience the highest levels of success
4. Expand service and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan
5. Transform the current “Information Desk” and create in future Student Services Center a centralized and comprehensive Information Center. Information Center staff will be broadly knowledgeable and be able to triage and effectively remedy a variety of student needs.
6. Improve service delivery processes to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and triaging student situations as necessary, especially during peak times
7. Revise online orientation so students are exposed to a wide array of services and are more engaged with orientation content. Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college

readiness of students. Develop strategies to share this information with students regularly

8. Align service hours to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed. Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round
9. Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.)
10. Develop positive messages (e-mails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester
11. Evaluate supports for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually
12. Create opportunities for increased professionalization and training among tutors (in best practices, etc.)

F - Lowering the Cost of Education: Lower the cost of education for students, including external costs

Descriptive Narrative: ECC will continue to actively explore new ways of guaranteeing students' access to an affordable education so that socio-economic status is not a barrier to each student achieving his or her academic dreams. We will work towards this goal at multiple levels: faculty innovation, community partnerships, and increased investment in existing support programs. This clearly aligns with Strategic Initiative B's emphasis on support services and student success.

Focus Area(s): Access, Progress, and Completion, Teaching and Learning

Allied Strategic Initiatives: A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:

1. Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs
2. Provide expanded scholarships and book vouchers to low-income student population
3. Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources
4. Foster partnerships with local transportation services for reduced bus fares to campus

G - Evaluation of Student Processes: Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

Descriptive Narrative: During an EMP focus group session, students discussed the difficulties they faced in accessing basic campus information, as well as their challenges when utilizing ECC systems (when registering for classes, etc.), especially online systems. It is vital we remedy this

immediately, which will affect staffing choices, evaluation measures, and consultation processes. In addition, institutional effectiveness outcomes will be monitored annually. Overall, all areas on campus will develop an ethos of customer services through our increased modernization (Strategic Initiative F) and through our “effective and efficient use of assessment, program review, planning, and resource allocation” (Strategic Initiative E).

Focus Area(s): Institutional Process Improvement; Enrollment Management, Access, Progress & Completion)

Action Items:

1. Assess enrollment processes (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process)
2. Provide positive and clear communications between all parties on multiple platforms (including the ECC website), and have students test the forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated
3. Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students
4. Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs
5. Develop training for staff in service-oriented practices that put the needs of the students first
6. Develop processes to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times
7. Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff (counseling faculty, deans, etc.)

H - Building Community: Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at ECC

Descriptive Narrative: Many students experience community at ECC, particularly in programs designed to help students connect to campus resources, such as Puente and Project Success. However, as with Initiative E, we want to work towards making this the typical student experience at ECC, especially among first generation and historically underrepresented student populations, who are least likely to feel they belong on campus. For example, in a recent survey of students in an SEP-targeted group, one student reported, “I never felt out of place until I attended ECC.” To create a more hospitable educational environment at ECC, we will ensure our physical spaces and student programs support a robust vision of inclusion and opportunity for all students.

Focus Area(s): Access, Progress, and Completion, Enrollment Management

Strategic Initiative: B – Student Success and Support.

Action Items:

1. Foster campus pride through events, activities, and other efforts to engage students
2. Evaluate and respond to the need for new or additional programs that support historically underrepresented student populations, including African American, Latino/a, Asian/Pacific Islander, Foster Youth, LGBTQ, undocumented and disabled students and religious minorities
3. Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently and safely congregate and socialize.
4. Improve dining options, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students
5. Create comfortable waiting areas for students seeking services on campus and/or utilize mobile technology to reduce the need to wait in line
6. Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

I - Process Improvement: Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

Descriptive Narrative: While many areas on campus are effective, at an institution as large as ECC, it is easy for roadblocks to impede efficiency and responsiveness. As such, we wish to improve all internal college and student processes, and we will work to reduce roadblocks. This will require that staffing choices, evaluation measures, and consultation processes reflect this goal. We feel great urgency in addressing this need, especially when it comes to those processes relevant to campus safety. In the end, this supports Strategic Initiative E: Institutional Effectiveness, as well as Strategic Initiative C's emphasis on "an effective process of collaboration" and "collegial consultation."

Focus Area(s): Institutional Process Improvement

Action Items:

1. Evaluate college processes to ensure they are efficient, effective, and up-to-date
2. Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation
3. Ensure recommendations from internal committees or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes

APPENDIX: Illustration of Master Planning Themes



Community

Supporting ECC's internal and external communities



Equity

Ensuring equitable services, learning, and achievement



Integration

Processes and college activities are coordinated together and are mutually supportive



Technology

Facilitating efficiency, effectiveness and service through technology




Stewardship

Maintaining fiscal and institutional soundness



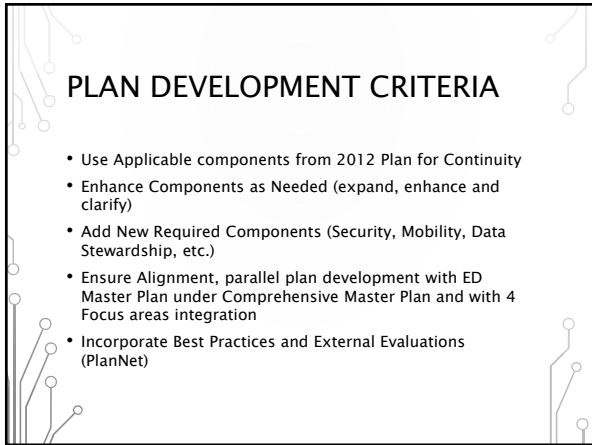
Initiatives

Connecting college processes to existing mandates



**EL CAMINO
COMMUNITY
COLLEGE DISTRICT**

COLLEGE TECHNOLOGY
MASTER PLAN 2018-2022



PLAN DEVELOPMENT CRITERIA

- Use Applicable components from 2012 Plan for Continuity
- Enhance Components as Needed (expand, enhance and clarify)
- Add New Required Components (Security, Mobility, Data Stewardship, etc.)
- Ensure Alignment, parallel plan development with ED Master Plan under Comprehensive Master Plan and with 4 Focus areas integration
- Incorporate Best Practices and External Evaluations (PlanNet)



**CARRIED FORWARD FROM 2012
TECHNOLOGY MASTER PLAN (OR
ENHANCED)**

- Learning Management Systems Infrastructure
- Supporting Pedagogical Innovations
- Support for Alignment of Technology within Education Master Plan
- Coordinated Support with Facilities Master Plan

CARRIED FORWARD FROM 2012 TECHNOLOGY MASTER PLAN (OR ENHANCED) 2

- ADA, 508 Compliance, Adaptive/Assistive Learning Technology
- Enhanced clarification of Technology Governance (Clarify Actual Practices)
- Enhanced Funding and Planning Best Practices (Clarify Actual Practices)
- Improved Disaster Recovery Planning Requirements (Goals and Objectives)

NEW TO THE TECHNOLOGY MASTER PLAN

- Security Infrastructure and Awareness Programs
- Data Governance and Stewardship
- Mobility, Wireless and all things Virtual
- Dashboards for Data Driven Decision Making
- Support for Enrollment Master Plan and Distance Education Master Plan

NEW TO THE TECHNOLOGY MASTER PLAN 2

- Project Management and Prioritization (Efficiency of Resources)
- Objectives and Measures added to Goals (fully aligned Action Items)
- Formalization of a Feedback Process (Surveys and Evaluations)
- Equipment Replacement Planning (Life Cycle)

ECC Academic Senate Department chairs taskforce

Items for department meetings:

1. Interest in control of scheduling of classes by faculty
2. Interest in greater FT/PT department faculty collegiality
3. Interest in greater department agenda items in division councils regarding:
 - a) Prioritization of department program requests
 - b) Department faculty hiring prioritizations
 - c) Department Curriculum/SLO department “point person”

Division/College Benefits:

1. Pool of potential “deans in training”, “terms” by tenured faculty creating a pool of equity and expanded division/department leadership
2. Greater FT/PT collegiality, less “obligation” by the deans into department affairs when their “expertise” is limited.
3. Promote academic quality of the department and discipline
4. Evaluate faculty
5. Faculty development
6. Serve as liaison to the Associate Dean and Dean on student and faculty issues
7. Respond to student petitions, complaints, and requests
8. Represent department on committees

Compensation: Release time or stipend

Cost to college: Replaces associate dean/faculty coordinator in divisions that prefer department chairs, or added administrative “layer” in larger divisions where department programs are diverse.

Union stand: Per Chris Jefferies- Gather info & put in queue for “re-openers” in June 2017!

Timeline:

1. Gather department(s) data by gaging interest at department meetings fall semester 2016 (propose as an agenda item for discussion by FT faculty at these meetings).
2. Identify those areas with interest to reach out to other “like” college departments over Winter Intersession 2017 for templates.
3. Present data to ECC Academic Senate and Union early spring semester 2017 for discussion regarding implementation.