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

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

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

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



Academic Senate of El Camino College 2019-2020

September 3, 2019

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jessica Heffner (HUM)	19/20
Karl Striepe (BSS)^R	19/20
Alt: Tom Lovell (HUM)	

Fine Arts

Ali Ahmadpour	21/22
Jonathan Bryant	21/22
Joe Hardesty	20/21
Russell McMillin^{*R}	21/22
Darilyn Rowan	21/22

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth^{*R}	19/20
Le Gui	20/21
Ronald Martinez	21/22
Oscar Villareal	19/20

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski^R	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne[*]	20/21

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R}	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
Russell Serr	20/21

Natural Sciences

Shimonee Kadakia	21/22
Darcie McClelland	19/20
???	21/22
Shanna Potter	19/20
Anne Valle^{*R}	21/22

Business

Kurt Hull	21/22
Philip Lau^{*R}	21/22
Josh Troesh	21/22

Humanities

Sean Donnell	21/22
Brent Isaacs	21/22
Elayne Kelley	21/22
Pete Marcoux[*]	21/22
Anna Mavromati	21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Counseling

Seranda Bray	20/21
Anna Brochet^{*R}	21/22
Rocio Diaz	19/20

Associated Students Organization

Jennifer Lopez

President/ Superintendent

Dena Maloney

Division Personnel

Library Learning Resources

Analú Josephides	21/22
Mary McMillan	21/22
Claudia Striepe^{*R}	21/22

Industry & Technology

Charlene Brewer-Smith^R	21/22
Ross Durand[*]	21/22
Dylan Meek^R	21/22
Renee Newell	21/22
Jack Selph	21/22

Ex-officio positions

Kelsey Iino ECCFT

Carolee Vakil-Jessop ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

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

Board of Trustees. Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

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

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

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

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

Facilities Steering Committee. Chair: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

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

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

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

ECC (El Camino College) Acronyms

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

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

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Compton College

- Amber Gillis
- Jesse Mills

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Diana Crossman
- Joe Hardesty
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

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

Humanities

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- Christina Nagao

Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Thanh-Thuy Bui
- Darcie McClelland
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Jonathan Bryant
- Carolyn Pineda
-

Excused: L. Kjeseth, T. Moore

ACADEMIC SENATE MINUTES

June 4, 2019

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

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the eighth Academic Senate meeting of the spring 2019 semester to order on May 21, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of the packet for minutes from the May 21 meeting. P. Marcoux motioned, C. Wells seconded, minutes passed as presented.

KDD: Since we don't have division personnel assigned to today's meeting, this gives us a chance to officially meet Moses Wolfenstein, our new Distance Education Coordinator. Thanks for being here and welcome. M. Wolfenstein: I am the new Coordinator for Distance Education. I am part time through the end of this month. I am starting full time July 1 and you can find me down in the basement of the Schauerman Library. I come to you from Wisconsin, and this is a bit of a change in climate. I am a native Angelino; I have been away for a long time and it is good to be back. I have been in online education for about 10 years now. My top priority for you all right now is the online teaching and learning course on Canvas which will be starting July 8th. I am open to any feedback. Getting the college's courses into the Course Exchange is another priority. You all know where to find me. It is great to make your acquaintance.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-14)

Have a look at pages 13 & 14 in the packet. Based on some feedback from our last senate meeting, and some comments from professional development and learning and our FDC, we have summarized some of the topics, issues and concerns, and strategies for our new Cornerstone flex reporting system. We have talked about the challenges and limitations with the system. Faculty had some concerns. We want you to know that we have some new strategies in place. If you need one-on-one support, you can reach out to Professional Development. Cornerstone has streamlined the submission process. Professional Development is working on some guidance and a template for flex submissions. We are making progress. S. Allen: Thank you Kristie for making the table, because it does show some of the concerns that were brought up. The FDC continues to address some of these same issues. Professional Development plans on sending out an email with some guidelines later this week.

Our constitutional changes have been ratified by the faculty. By the majority vote of the faculty voting, 95% were in favor. Our changes are effective immediately. Thank you everyone for your input and hard work.

We have wrapped up senator elections for our part-time senators. Congratulations Karl Striepe, who has been reelected. Jessica Heffner from Humanities will also serve, and Tom Lovell will serve as the alternate. Welcome new senators and thank you to our senior senators for helping us recruit new senators. Thank you returning senators, and thank you outgoing senators. Thank you to everyone who has served!

b. VP Compton College – Jesse Mills

KDD: I know you are having mobility issues, Jesse. You can give your report from there. J. Mills: We don't have much to report. We finally had our vote on the Comprehensive Master Plan. I haven't seen the tally, I assume we passed. We also had some very interesting elections this last week. We have a new president-elect. This is the last update.

c. Chair, Curriculum – Janet Young

I want to report our online catalog launched on May 9th. There are 2 ways to access it, you can go to the URL. Downloading the app is not required. Our Curriculog update: We have had 8 meetings with DigArc, the customization is going well, and we are streamlining all the forms and processes. It will be operational in the fall. We will start training in the summer with interested faculty.

Here is what we have accomplished this year:

- 20 New courses
- 296 Course revisions
- 9 New certificates/programs
- 10 Program revisions
- 194 DE addenda
- 19 Inactivations
- 1 Reactivation

Thank you CCC committee! We also revised our bylaws. Four of our 5 CCC Reps are staying on for another 3-year term. I had to do a little begging. We are so grateful since we are instituting a new system. We are sending a term to the 4-day Curriculum Institute in July (including Janet Young, Walter Cox, and Jon Minei). We will be conducting division curriculum training. The paper-based system will be going away! We will be all digital all the time! Thank you!

d. VP Educational Policies – Darcie McClelland

In the spirit of highlighting our accomplishments, the Ed Policies Committee and all of you have reviewed and approved 19 BP/s and AP's. Thank you everyone for the feedback and work. We have gotten a lot of work done this year.

To follow up from our last meeting, there were a lot of questions about the excused withdrawal change to our grading policy. A memo came out with additional guidance in March from the Chancellors Office. I wanted to hit a couple of the highlights. Several of you asked about a student illness being one of the reasons for student withdrawal. This is listed and they do have to have a doctor's note. Yes, this is one of the reasons they could get a student withdrawal. They listed some additional stipulations that hit at the heart of some of the other questions that were asked. Under these additional stipulations it says, "*An EW symbol may be requested by the student at any time during the semester, and no later than the date when the district or college policy allows a grade change.*" We do have to follow grade change procedures per guidance from the Chancellors Office. The memo continues, "*The financial aid of the student may be affected.*" Ross: It will count for Federal not for state.

e. VP Faculty Development – Stacey Allen (pgs. 15-18)

On pages 15 & 16 are our minutes. On pages 17 & 18 is the recap of all the activities that the FDC was involved in during the last academic year. We were very busy and I thank you for your support!

f. VP Finance – Sidney Porter

KDD: Sidney Porter was double booked for today, but he is filling in for Josh while Josh is out on family leave.

g. VP Academic Technology – Pete Marcoux

Some potential good news, they have started some pilots for moving faculty email to the cloud. It seems to be working pretty well. Hopefully, this summer your email will be shifted. You won't notice much of a change if you use Outlook. There will be some changes to the address where you'll be accessing your email. They switched mine over -- I was like a guinea pig. I had to delete my app and re-install for my phone and tablet. They will be sending out instructions when they do make the change. What is nice, is we will get 50 Gigs of storage.

Secondly, I am getting a lot of questions about submitting grades and documentation. Right now, my associate dean thinks it will be similar to Winter. You can submit paper like we always have, or email items to rosters@elcamino.edu. Stay tuned, I think it is going to be a little messy with the different attendance reports they are going to get. If you use Canvas to take attendance, the file that it generates is ginormous!! It is 60 pages long for one class.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 19)

Don't forget to remind your colleagues to turn in their assessments.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Dr. Shankweiler will be joining us a bit later.

Ross Miyashiro – VP of Student Services

The year is ending, but when you come back in the fall, hopefully you will come back to a new Student Services building. It will be a brand new way for us to help students.

E. UNFINISHED BUSINESS

Professional Development Plans: 2nd Reading – Stacey Allen (pgs. 20-23)

Thank you for your feedback at the last meeting. This is our second reading, we haven't made any changes to the plan. This is a faculty driven initiative, it is planned to be peer reviewed. KDD: The matrix was faculty developed. It is very simple, just checks and boxes. S. Allen: The guidelines are not very detailed. This will be in Cornerstone on July 1. We are doing this obviously to be in compliance, but we also want it to be meaningful. I am viewing it as a useful tool. If you are being evaluated, you can use this as a reflection. It is a way to have some continuity. You can reflect on your objectives. We are just asking that you list some goals. We want it to be quick, easy, user-friendly, and meaningful. KDD: What we are voting on is the Faculty Professional Development plan. All approved!

AP 7160 Professional Development: 2nd Reading – Darcie McClelland (pgs. 24-29)

A. Ahmadpour motioned, P. Marcoux seconded. D. McClelland: Any questions, comments or concerns? KDD: The FDC has discussed this since our last senate meeting. Any feedback or input? S. Allen: We thought the Ed Policies Committee did a fantastic job on revising to AP. We all noted in this particular version of the AP, it was nice to see that we will be able to view the actual PD expenditures. We all agreed that the transparency is certainly important. KDD: All those in favor? All were!! This was a BIG one! Whew, thank you to all....this has been in the works for about 18 months!

Student Equity Plan: 2nd Reading – Nayeli Oliva & Ross Miyashiro (pgs. 30-56)

A. Josephides motioned, J. Casper seconded. N. Oliva: Initially, back in 2014, when this plan was developed, we never allocated funding for EOPS or LGBT. That is something that we are already doing, but it has to be part of the equity plan. Those are the only changes that you will find in the packet. KDD: Any questions about those changes or the plan? A. Ahmadpour: Why do we have to go through a special channel to ask for help? Why can't we ask the school for a tutor to work with the students? R. Miyashiro: We are inviting faculty members to come and work with the program directly. This is a program for equity. So the program is set up so that disproportionately impacted students have equal footing with all students. N. Oliva: Back in 2015 we started doing equity training across campus. It didn't really work. We are going to start again and open up equity training in the Fall. KDD: Any other questions, comments or feedback? It was approved!

F. NEW BUSINESS

We would like to take a few minutes for recognition and appreciation. I would like to have the Executive Board join me. First we would like to recognize Amber Gillis and Jesse Mills for their hard work at Compton College. We would like to present you this Resolution of Appreciation for Professor Amber Gillis and Professor Jesse Mills for their dedication on behalf of Compton College.

Whereas, Professors Amber Gillis and Jesse Mills have been called upon to serve simultaneously in leadership roles on the Compton and the El Camino Academic Senates; and

Whereas, Professors Gillis and Mills have led their College during a time of significant change and have been instrumental in facilitating that change; and

Whereas, Professors Gillis and Mills have worked tirelessly in their successful efforts to reestablish accreditation for Compton College and to build the infrastructure to ensure the College's future success; and

Whereas, Professors Gillis and Mills have been engaged in an endeavor for which there is no guidebook, yet have managed to create a model recognized throughout the state for its effectiveness; and

Whereas, Professors Gillis and Mills have created an enduring legacy for the Compton community by successfully buying a vowel (and changing a few letters) to transform Compton **Center** into Compton **College**; be it therefore

Resolved, Professors Amber Gillis and Jesse Mills are thanked and appreciated for their service to the El Camino College Academic Senate as well as their hard work, their collegiality, and their unfailing commitment to student success.

KDD: We also have a little something for Wiley Wilson, our ASO Representative. Thank you so much for your service and all your involvement. We see you at lots of meetings, not only here but also Council of Deans. Thank you very much. R. Miyashiro: Wiley has been accepted to UC Irvine and will be attending in the Fall.

KDD: Then we have some recognition for our retiring senators. I will catch up with you later.

S. Allen: We would also like to recognize our fearless Academic Senate secretary, Professor Traci Granger. We would like to present her with a resolution for her dedication and exemplary service as Academic Senate Secretary.

Whereas, Professor Traci Granger has devoted the past three years of professional service as Secretary of the Academic Senate; and

Whereas, Traci holds *WORLD* records in several swimming events and could literally swim circles around all of us; and

Whereas, Traci brings unfailing good humor to every situation, regardless of the challenges or difficulties they present; and

Whereas, Traci consistently gives 110% in every single thing she does which includes keeping copious minutes for the Senate and recording every single word that is spoken at every single meeting, including a laugh track, even though sometimes we wish that was not the case; and

Whereas, Traci skillfully manages Senate business which includes, but is not limited to, attendance, name cards, overseeing the Senate website, and supervising Senator elections; and

Whereas, Traci willingly pitches in to get the job done, whether it's gathering leftover packets, taking out the trash after meetings, or sitting on selection committees; and

Whereas, Traci's calm demeanor and penchant for rational thought serves us all well when, on occasion, meetings get passionate and varied opinions are sometimes expressed; be it therefore

Resolved, Professor Traci Granger is sincerely thanked for her collegiality, hard work, and dedication to the Senate and contributions to the College and is wished balance, a little down-time, and opportunities to pursue her passions and hobbies, and is hereby honored and celebrated on this day.

S. Allen: We have an engraved bell for you so you never forget us. Thank you!

S. Allen: Of course, we have to say goodbye to our outgoing President, Kristie Daniel-DiGregorio. The Academic Senate of El Camino College resolution of appreciation for Dr. Kristie Daniel-DiGregorio for her dedication and exemplary service as Academic Senate President.

Whereas, Kristie Daniel-DiGregorio has devoted the past six years of service on the Academic Senate Executive Board with three outstanding years as the Vice-President of Faculty Development followed by three stellar years as Senate president; and

Whereas, Kristie has devoted countless hours preparing meeting packets, agendas, and emails, often late into the night, and has organized and managed Senate meetings with precision, grace, diplomacy, poise, and patience, and gently moved us back on track when we got derailed; and

Whereas, Kristie has steadfastly championed and represented El Camino College at local and Statewide Academic Senate meetings and Plenary Sessions, and campus committees; and

Whereas, Kristie has devoted countless hours to encouraging, supporting, mentoring, and inspiring current and new faculty to participate in Senate activities and has been willing to honorably and openly assess the effectiveness of the Senate in order to improve its service to the College; and

Whereas, Kristie treats everyone with respect and dignity and finds the good in all of us and all of our ideas and demonstrates an endless supply of positive energy; and

Whereas, Kristie has a charming accent that pops up occasionally when she pronounces words such as pro-cess, mum, and y'all; and

Whereas, Kristie possesses unparalleled tenacity, exhibited by her success in shepherding many documents, such as the Code of Ethics AP and Faculty Evaluations, through myriads of red tape and committees and has made positive changes to our processes that will be a lasting legacy for future presidents; and

Whereas, Kristie has demonstrated the unequalled skill of successfully balancing her Senate obligations with an uncompromising pursuit of the highest caliber pedagogy. She has demonstrated her commitment to innovations in teaching and learning by facilitating the development of quality courses and materials, provided tireless support and mentoring for faculty, encouraged creative opportunities for professional growth, and cultivated safe and effective learning environments for students and faculty alike; and

Resolved, Kristie Daniel-DiGregorio is whole-heartedly thanked for her Yeoman efforts and indefatigable service to the Senate and to the College, and although she will be greatly missed, is hereby recognized for the legacy she leaves behind. Kristie is wished continued professional success, balance in her life, and much deserved family time, and is hereby honored and celebrated.

(There was a standing ovation, and congratulations by all that lasted several minutes!)

J. Shankweiler: There is a little tradition we have to recognize Senate presidents. I have noticed as the year has gone on, Kristie has become more and more attached to her gavel. How could she step down without her very own gavel? I just want to say that Kristie makes everyone better! I think the work that she has done has made El Camino exceptional in our consultation process. Someone pointed something out to me yesterday. We may take a long time to do things, but we don't go back and do them over, because we take the time to

do them right the first time. She is very good at gently reminding me when I want to skip that one step.

KDD: It has been such an honor to serve each of you, our college, our students. It is so humbling the trust that you have had in me. Nothing we have accomplished has been because of me. It has been a team effort and that includes every one of you. You read your packets and brought your excellent questions to meetings and brought up things that we didn't even think of. You have helped us improve things in a way we couldn't imagine. Every single one of you is part of the success that we have created. This Executive Board, yeoman, indefatigable, all those words describe these amazing leaders. We are really lucky to have Administrators who are all in on the consultation process. We have a great role model and leader in Dr. Maloney. She is a great example. I like to tease Jean that I know what her happy face looks like. I know when Jean disagrees, but here is what I respect so much about her. Her sleeves are still rolled up and we are still moving forward. Whether she agrees or not, she knows that if I am raising a question, other faculty are also raising questions and it is something we need to stop and give some time to. Thank you all for your support and understanding. I need to be home and available a little bit more. Thank you again and when the nest is empty maybe I can come back too senate. Not as President, you are in excellent hands!!

Recommended Syllabus Statements – Stacey Allen (pgs. 57-59)

KDD: We looked at these last meeting. We will call for a motion of affirmation since we are having one reading. C. Striepe motioned, S. Bray seconded. S. Allen: The FDC was asked to review and update the sample syllabus statements. They are only recommendations, they are on the website. We spent a great deal of time last year working on the statement for recording in the classroom. We didn't do anything with that one. We went through and updated the links because they had all changed. We did add child abuse to the Title IX statement. We added an ADA statement, a statement concerning food and housing insecurities, and undocumented students. Also with the hard work of the student discipline task force, we had a recommendation. KDD: These are only recommended, they are not mandated in any way. Some folks have asked about this information. We want to take a proactive approach and support faculty with some of these issues. It is nicer to have this on the front end. If students start talking about gender based misconduct, if we have in our syllabus that we are going to have to report that, it would be a much more comfortable conversation than it would be otherwise. We aren't adding additional awkwardness and difficulty to the conversation. (There was a question about financial aid information for students and purchasing supplies for class.) KDD: There is a list of academic support services. P. Marcoux: Is this in the catalog? KDD: It is on the Academic Senate website. I don't believe it is in the catalog. There has been a lot of deliberation on this, I don't know if we want it to be open source. C. Wells: I had a perpetrator who did not think it was a problem. Can we tweak this on our syllabus? KDD: You can absolutely change this on your syllabus. This is just recommended. P. Marcoux: I would just label them. KDD: All the student services are listed. This is not the final version, people are getting their syllabi ready for Summer and Fall. R. Diaz: The Counseling information is a little out-of-date. KDD: All affirmed the syllabus statements. Thank you very much everyone and to the FDC for working on this.

Guided Pathways Assessment: 1st Reading – Janice Pon-Ishikawa (pgs. 60-82)

KDD: We are having a first reading now and a second reading in Fall because of the deadlines we have received from the Chancellors Office. Thank you to Janice Pon-Ishikawa for being here. J. Pon-Ishikawa: I put together a summary. Recently we submitted a draft of this and we added a little bit more since we last had it here. The four areas align with the four pillars. For each of the 4 areas, there are bullets they asked us to answer for items that we are doing towards those things. 1) Mapping Pathways to Student End Goals: One of the main things we have been doing is creating meta-majors. 2) Helping Students Choose and Enter a Program Pathway: There were Career questions that were added to the self-assessment. It will help us identify students who are undecided to a major. We want to help get them into a pathway. We want to increase the uses of ECC Connect. 3) Keeping Students on the Path: Have

better scheduling in the future. 4) Ensuring that Students are Learning. Are there any questions or comments? KDD: What kind of changes do you anticipate? Major changes between now and the Fall? J. Pon-Ishikawa: I don't see too many changes. Unless we move a lot more support committees. KDD: If people have additions or suggestions, they can reach out to you. J. Pon-Ishikawa: Yes.

G. INFORMATION ITEMS –DISCUSSION

Budget Update – Jim Buysee, Interim Vice President Administrative Services

KDD: Thank you Jim Buysee for being here. He is going to give us a bit of an update. J. Buysee: Good afternoon, it is a pleasure being here today. This is going to be a brief presentation. As Yogi Berra famously said, *it ain't over until it's over*, so we are right in the middle of the budget right now at the state. We are waiting for the final budget. Everything is subject to change at this point. Governor Brown had a lot of sway in terms of what the final budget looked like. We really don't know what is going to happen with Governor Newsom. We have an unstable funding model, the Student-Centered Funding Formula. They are changing this in real time. We found out in March the way this formula will work is basically unheard of. I have been in this business for 47 years. They are prospectively setting it aside, then they will bring it back in 2021-2022. We may not see the affect until 2022-23. There is a current-year, system-wide revenue shortfall of \$228 million. We found out this Spring the model was underfunded. The Chancellor's Office seems confident that this budget hole will fill in. That all remains to be seen. IT/AV replacement schedule is something my staff is working on. In the coming year we are adding 137,053 additional gsf (SSB and Gym). We are going through the Compton separation. STRS/PERS we have a financial cliff that is what people are calling it. In Sacramento, somewhere around 2022-2023, there will be a funding problem. There was a patch, like putting a band aid on an open wound. We'll have to see how that plays out. The state revenue outlook, I don't see a recession happening between now and July. For 5-6 years people have been predicting a recession, they have been wrong. They talked about what the effects a recession might have on the state budget. The stock market is where the bulk of our tax money comes from, capital gains.

The tentative budget is to give us spending authority for July 1. The Student Centered Funding Formula is being set aside for further work. They are assuring us base plus COLA. We are not anticipating any enrollment growth. COLA is 3.26%. Prop 98 Split, we share it with K-12, they get the bulk of it, we got 2.93%. The highest it's ever been is 12.1%. 10.93 is where it seems to be settling in. The Governor has a \$3.0 billion buy down of CalSTRS employer contribution rates. We don't know what that means to us at this point.

We are stable, there are a handful of districts that are growing. \$40 million one-time funding (schedule maintenance, instructional equipment and water conservation projects). In January that number was \$0.

We are assuming that the current year revenue shortfalls will be fully addressed and backfilled. There is going to be a lot of work done between now and the September Board meeting. These numbers will change, how much they'll change is unsure. The emphasis is on the word tentative.

Next steps: Assembly and Senate adopt budgets, they have now done that. It now moves to Conference Committee. Assembly and Senate pass budget proposal. The Governor reviews and acts on the legislative budget. In late June, out of the state Chancellors Office comes the Apportionment Report which is very important. Year-end closing July-August so we know exactly where we end at the fiscal year. Questions? C. Wells: Is there retirement incentive? J. Buysee: No. KDD: We just did that. Thank you so much, Jim.

Recognition and Appreciation

KDD: Please look at your raffle ticket, we have a few things to raffle off. Wiley Wilson, A. Josephides, Dr. Wynne, A. Brochet, A. Mavromati, R. Diaz, J. Pon-Ishikawa, W. Wilson, and C. Pineda were winners.

Thank you everyone!!

H. FUTURE AGENDA ITEMS

Senate Orientation
Guided Pathways Assessment

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:05 pm
TG/ECC Spring 2019



Academic Senate of El Camino College 2019-2020

Office location: Schauerman Library, Room 273, x3254

President's Report

September 3, 2019

Welcome back for fall everyone! It's great to see you all again and get started on what promises to be another great year here at ECC. There are many exciting things happening on campus and with our senate, and I wanted to take just a few minutes to share some news that may be of interest to you.

Statewide News:

The Academic Senate for California Community Colleges, in partnership with the Student Senate for California Community Colleges, The RP Group, and the CCC Chancellor's Office, is inviting you to register for the upcoming [Academic Academy](#). The Academy will take place **September 12-14, 2019** at [The Queen Mary Hotel](#) in Long Beach, California. The focus of this year's Academy is "Designing Your College with the Student Experience in Mind". Breakouts are designed to not only provide professional development to faculty on topics such as guided pathways, technology and instruction, student equity, and faculty diversification, but to also engage faculty in conversations on how our colleges can continue to improve our students' learning experience, in and out of the classroom. Faculty are invited and encouraged to attend with students to the event - registration is free for students and only \$150 for all others. Registration closes **September 6th** so if you are interested please visit <https://asccc.org/events/2019-09-13-150000-2019-09-14-190000/2019-academic-academy> ASAP!

ASCCC is currently soliciting nominations for one of the two faculty seats on the Board of Governors. If you know a faculty member who are knowledgeable about issues facing faculty and others in the CCC system and have shown a commitment to issues of diversity, encourage the person to apply here: <https://www.judgify.me/ccboardofgovernorsnominations2019>. Application materials are due by September 13, 2019.

The ASCCC is currently accepting proposals to revise the Disciplines List for the 2019-2020 cycle. The deadline for submission of proposals is **September 30, 2019**. If you would like to submit a proposal for a change to the Disciplines List visit <https://asccc.org/disciplines-list> for helpful resources on how to prepare and submit your proposal.

Are you interested in representing the faculty voice in academic and professional matters statewide? Consider applying to participate on one of ASCCC's committees, workgroups, or taskforces. The application can be found here: <https://www.asccc.org/content/faculty-application-statewide-service>.

Campus News:

The position identification process for full-time faculty hiring for 2020-2021 begins soon. Your dean may invite you to provide information for position proposals for your department.

The new student services building is now open. If you have not already, please take a few minutes to go explore where different services are located so that we can better help meet the needs of our students.

Board of Trustees:

Meeting agendas can be found at <https://www.boarddocs.com/ca/ecccd/Board.nsf/vpublic?open>

The next meeting will be Tuesday, September 3, in the Alondra Room. The meeting begins at 4pm with closed session and open session begins at 5pm. Among other topics, the board will be voting to approve the 2019-2020 budget.

Congratulations:

Newly appointed interim Dean of Health Sciences and Athletics Russell Serr. We thank Russell for his invaluable service to our senate over the past few years and look forward to continuing to work with him in his new role.

Welcome:

To our new VP of Administrative Services Iris Ingram. Ms. Ingram comes to us from the Los Angeles County Community College District – West Los Angeles College where she also served as the VP of Administrative Services. She brings with her a plethora of experience in California public higher education systems (UC, CSU, and CCC) as well as in the private sector. We are excited to have her as part of our ECC team.

Thank You and Welcome:

To our new Senate VP of Instructional Effectiveness Kevin Degnan. Kevin previously served as the SLO co-chair along with Russell Serr and has agreed to take on the additional responsibility of serving as our new senate VP. I look forward to working with him as part of our Senate executive board team.



**Faculty Position ID
Timeline
2019-20**

In order to prioritize our recommendations prior to the end of the fall semester, listed below is the timeline:

1. August 19-September 20: Deans/faculty work on position requests (5 weeks).
2. Friday, September 20 by 4:00 p.m.: Deans forward an electronic copy of position requests to David Mussaw (dmussaw@elcamino.edu) for data verification.
3. Friday, October 4 by 4:00 p.m.: 30 copies of position request and supporting documentation due to the Office of the VPAA [COMM 109] (2 weeks).
4. Tuesday, October 8, 8:00 a.m.: Copies of division requests and ground rules available for pick up in the Office of the VPAA.
5. Wednesday, October 16, 2:00-4:30 p.m.: Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: DE 166 (1 week).
6. Tuesday, October 22 by 1:00 p.m.: Deans and faculty representatives forward their ballots to the Office of the VPAA [COMM 109] (10 days).
7. Wednesday, October 30, 2:30 p.m.: Final meeting to review priority list.
Location: COMM 109



El Camino College

College Council Minutes

Monday, July 15, 2019

1:30 – 2:30 p.m. Library 202

Attendance

Darcie McClelland, Dena Maloney, Rose Mahowald, Jane Miyashiro, Jim Buysse, Ross Miyashiro, Edith Gutierrez, Jim Buysse, Kelsey Iino, Cindy Lopez, Ann O'Brien,

Absent

Kenny Galan, Jean Shankweiler, Urwa Kainat

Alternates

Jackie Sims, Lindsey Lee

Presenters/Guests

Jaynie Ishikawa, Debbie Turano

Agenda

1. Welcome/Approval of Minutes

Dr. Maloney opened the meeting and introduced new members.

After review and one correction, the minutes from the June 17, 2019 meeting were approved.

2. Board Review

Dr. Maloney provided a comprehensive overview of the July 15, 2019 Board [agenda](#); including Presentations, Public Hearing, Consent Calendar items, Action items, Future Action/General Information items and Policies and Procedures.

When applicable, the Vice Presidents answered any questions or highlighted items of particular interest from their areas:

Jackie Sims, Acting VP - Academic Affairs

Ross Miyashiro - Student Services

Jim Buysee – Administrative Services and Measure E

Jane Miyashiro - Human Resources

Jaynie Ishikawa provided additional information on the EEO Presentation focusing on next steps for developing best practices in hiring diverse faculty and providing campus staff with equity training.

Topics of Discussion:

Items 7.24 - Revised Job Description Grounds Supervisor and 7.25 - Revised Job Description, Operations Supervisor: Clarification provided on language about recruiting. *Recruiting* refers to serving on a hiring committee. Supervisors typically chair hiring committees.

Ground Supervisor – Clarification on page two, paragraph two: *Identify weeds and pest problems and safely mix and/or spray chemicals, fertilizers, and/or apply non-toxic methods to control the spread of weeds, diseases, insects and other pest infestations.*

Concern: This seems to be language for the grounds classified personnel not a supervisor.

Clarification: It would be expected that a ground supervisor have the knowledge and skills to do the job of a grounds keeper to continue operations to prevent any gap in service.

Operations Supervisor – Clarification on page two, paragraph four, second sentence: *Determine if outsourced services would be more cost effective and arrange for contracted service providers as needed.*

Concern: Any outsourced contract would require following the terms of the ECCE contract. All employees would need to approve first. Would the outsourced contractor be paid the same rate as the classified employee performing that job?

Clarification: The purpose of this language is to ascertain the employee has to be able to research other services and provide recommendations to their supervisor. They are still obligated to the terms of the contract.

Item 7.21 New Job Description, Skilled Trades Worker.

Concern: The job description requires three years' work experience at journeymen level and hiring at the range 37. Currently all our trade positions require four years' experience at journeyman level. Will this new position require to have all the licenses to perform cross functional responsibilities (i.e. HVAC Technicians are required to have an EPA license)?

Conclusion: This job description needs to be looked at again. It is determined the agenda item will be revised at the next board meeting.

Action Item 8.1 AA – Accessible Information Management, will be pulled from the agenda due to a misunderstanding of the actual contracted amount. The contract is placed in the wrong area of the agenda and overstates the actual cost. It will be correctly placed in the Consent Calendar at the August board meeting.

There are no further questions or comments on the Board agenda

3. Review of BP 3440 / AP 3440 Service Animals

Jaynie Ishikawa provided a comprehensive overview of proposed [BP 3440](#) and [AP 3440](#). We do not currently have this legally required policy and procedure. Many other community colleges have them. The language used is provided by language used by other districts and the CCLC templates.

BP/AP 3440 only pertains to accessing district facilities. Academic and workplace accommodations are dealt with outside of BP/AP 3440. Academic accommodations are provided through the SRC and workplace accommodations are provided through HR.

Topic of Discussions:

What are the appropriate answers to the two questions that are allowed to be asked?

Is this animal required because of a disability?

What work or task has the animal been trained to perform?

Additional training will be provided on the appropriate answers and how to determine the proper actions, once the procedure has been approved.

To reiterate, in the case of comfort animals, the service the animal provides cannot be passive. This differs from animals who are trained to sense and detect seizures or animals trained to address the onset PTSD. These animals are specifically trained and go beyond comfort and wellbeing.

With the correction of one typo, College Council approved the proposed BP/AP 3440. They move on to the Board of Trustees for approval.

4. Budget Update

Jim Buysse provided a detailed overview of the [FY2019-20 State Budget Update](#) as of July 1, 2019.

As we continue to get more details on our specific allocations for our district, we are putting together our final budget proposal. A Budget workshop will be held for the Board on August 26 at 5:00pm. Prior to that, the PBC will review the budget and then the budget will come to College Council. The budget will be voted on by the Board on September 3, 2019 at the regular board meeting.

5. Adjournment

2018-19 College Council Goals

1. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC.
2. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution.
3. Support Compton Transition Planning process to conclude partnership by June 7, 2019.
4. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey.
5. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019.
6. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation.

Future Meeting Dates: 1:30 p.m. in Lib. 202

D. Maloney

Reminder only

Summer College Council Meetings

- a. Monday, August 19, 2019 (Board Day)
This meeting will be held in the Distance Education Center.



STRATEGIC PLAN
2020-2023

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I. Introduction

In December 2014, Board Policy 1200 was revised to include both the El Camino College foundational statements (mission, vision, and values) and the 2015-20 Strategic Plan (see Appendix 1). After three years of work, in March 2017, the College released the 2017-22 Comprehensive Master Plan. Through the work of the Strategic Planning Committee, followed by collegial consultation, Board Policy 1200 was amended once again in June 2019 (see Appendix 2) to include only the District Mission, Vision and Values statements. Currently, Board Policy 1200 and the Strategic Plan are officially separate documents.

During Spring 2018, the Strategic Planning Committee revised the El Camino College strategic initiatives and objectives, as well as the College's mission, vision, and values. The present document constitutes an update of the El Camino College 2015-20 Strategic Plan and supports the 2017-22 Comprehensive Master Plan. The document presented below also includes the revised version of ECC's mission, vision, and values. The 2020-23 Strategic Plan reflects the progress achieved in the implementation of the plan and California legislation that mandates community college districts to align their local goals with the Chancellor's Office Vision for Success system-wide goals by May 31, 2019.

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values will proceed through collegial consultation (Academic Senate, Calendar Committee, Technology Committee, Facilities Committee, Planning and Budgeting Committee, and College Council). After modifications and updates have been incorporated into the document, the plan will go to the Board of Trustees for final approval. The expectation is to have this document ready to be disseminated by January 2020. The implementation of the plan will commence in Fall 2020.

The 2020-23 Strategic Plan in its final version will contain the College's updated mission, vision and values, the strategic initiatives, the objectives associated with each initiative, and the key performance indicators (KPIs) that will be used to monitor and measure the level of accomplishment of all initiatives, and ultimately the ECC's mission.

II. Purpose of the Document

The collegial consultation process that will take place through Fall 2019 has the purpose of reviewing the present document, and suggest necessary adjustments to reflect the strategic initiatives and objectives that will guide the College forward throughout the next three years (Fall 2020 – June 2023). The final version of the 2020-23 Strategic Plan will reflect the shared vision of El Camino College stakeholders to assure that all members of the community are moving in the same direction and aspire to accomplish the same goals. The Key Performance Indicators (KPIs) for the plan will be determined by the Strategic Planning Committee once collegial consultation concludes.

All annual planning at the level of programs, units, and areas, designed between Fall 2020 and June 2023 should use the 2020-23 Strategic Plan as an essential guide to determine goals, tasks, resources, and performance indicators. Program reviews developed during the mentioned period should also take the 2020-2023 Strategic Plan as a key document to write the self-study and determine programmatic recommendations.

III. El Camino College Vision, Mission and Values

As mentioned in the previous section, the Strategic Planning Committee decided to take the College's foundational statements through collegial consultation. The following are the El Camino College updated vision, mission, and values:

Mission

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

Vision

El Camino will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Values

People - We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect - We work in a spirit of civility, cooperation, and collaboration.

Integrity - We act ethically and honestly toward our students, colleagues, and community.

Diversity - We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence - We deliver quality, innovation, and excellence in all we do.

IV. 2020-2023 Strategic Initiatives and Objectives

The 2020-2023 strategic initiatives are pressing and significant opportunities that must be addressed by the El Camino College community for the institution to meet its mission. Each initiative has its own objectives, which are specific, measurable outcomes that the College intends to accomplish by the end of the 2022-2023 academic year.

a) Strategic Initiative A: Student Learning

SI A: Student Learning Support student learning using a variety of effective instructional methods, educational technologies, and college resources.	By 2023,
4 Objectives	A1. Implement a faculty-led, data informed professional development plan that serves ECC's diverse student population.
	A2. Implement curricular and instructional innovations to increase successful completion of transfer-level Math and English courses in the first year.
	A3. Increase faculty use of educational technology (e.g.: Learning Management System) to facilitate regular communication with students and referral to campus student services.
	A4. Expand the use of Open Educational Resources, innovative technologies, and community partnerships to reduce cost barriers that negatively impact student learning and completion.

b) Strategic Initiative B: Student Success and Support

SI B: Student Success and Support Strengthen the quality of educational and support services to close equity gaps and empower student learning, success, and self-advocacy.	By 2023,
3 Objectives	B1. Implement changes to campus programs, services, and initiatives to close the 40% student equity gap closure.
	B2. Improve orientation, assessment, counseling and student educational planning, and follow-up services so that comprehensive support becomes the typical ECC student experience.
	B3. Implement a data informed professional development plan for classified staff and management that serves ECC's diverse student population

c) Strategic Initiative C: Collaboration

SI C: Collaboration Maintain an effective process of collaboration and collegial consultation with regard to the planning, budgeting, implementation and evaluation of college programs and processes.	By 2023,
3 Objectives	C1. Enhance the planning process for all campus programs and areas to ensure collaboration, inclusiveness, collegial consultation, and sharing of resources.
	C2. Strengthen collaboration between academic programs and student services programs so that all students experience comprehensive student support.
	C3. Improve college internal communications to ensure all stakeholders know and understand college committees' decisions and decision-making processes.

d) Strategic Initiative D: Community Responsiveness

<p>SI D: Community Responsiveness Support transfer and workforce preparedness, as well as community well-being, through the development of strategic partnerships with schools, colleges, universities, businesses, and community-based organizations.</p>	<p>By 2023,</p>
<p>2 Objectives</p>	<p>D1. Implement programs that link high school districts with ECC to introduce students to the college's higher education pathways.</p>
	<p>D2. Improve a structured process of gathering and disseminating program requirements and data from regional colleges and universities that informs student planning for transfer and degree attainment.</p>

e) Strategic Initiative E: Institutional Effectiveness

<p>SI E: Institutional Effectiveness Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning and resource allocation</p>	<p>By 2023,</p>
<p>4 Objectives</p>	<p>E1. Ensure that all college areas complete a formal program review in accordance with institutional templates and established cycles.</p>
	<p>E2. Ensure alignment between program review and planning templates so that program review recommendations are addressed within the process of planning and resource allocation for all college areas.</p>
	<p>E3. Conduct an annual review of institutional benchmarks and student achievement goals to ensure alignment with the College's vision for success.</p>
	<p>E4. Utilize ongoing, timely and relevant data to inform decision-making when prioritizing the support given to college programs and services.</p>

f) Strategic Initiative F: Modernization

<p>SI F: Modernization Enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment.</p>	<p>By 2023,</p>
<p>5 Objectives</p>	<p>F1. Utilize up-to-date technology to support college programs that meet the needs of students, faculty, staff, and the community.</p>
	<p>F2. Maximize campus facilities, technology and infrastructure which can adapt to current and future health and safety needs of students, faculty, and staff.</p>
	<p>F3. Ensure that the faculty and staff selection processes, as well as professional development, align with institutional strategic initiatives and the College's Equal Employment Opportunity plan.</p>
	<p>F4. Provide security, privacy, and protection of all systems, properties, and data to ensure safekeeping of student and College information.</p>
	<p>F5. Refine the sustainability infrastructure to minimize impacts of climate change, mitigate the depletion of resources, and improve natural and built environments.</p>

V. Appendix

a) Board Policy 1200: December 2014

Board Policy 1200

District Mission and Strategic Plan 2015-2020
The El Camino College Mission, Vision, Values,
and Strategic Initiatives

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.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

- People – We strive to balance the needs of our students, employees and community.
- Respect – We work in a spirit of cooperation and collaboration.
- Integrity – We act ethically and honestly toward our students, colleagues and community.
- Diversity – We recognize and appreciate our similarities and differences.
- Excellence – We aspire to deliver quality and excellence in all we do.

Institutional Effectiveness Outcomes

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate

- 8. Transfer Rate
- 9. Degrees and Certificates awarded
- 10. Number of Transfers

Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College-wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College-wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).

A - STUDENT LEARNING

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Objectives:

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:

1. Implement programs and services as detailed in the Student Success & Support
2. Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
3. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
4. 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:

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.
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:

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 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:

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. Maintain fiscal stability.
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:

1. Implement the Technology Plan to meet the developing information technological 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 plan.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/2014

b) Board Policy 1200: June 2019

Board Policy 1200

District Mission Vision and Values

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.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range master planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/14, 6/17/19



El Camino College

Administrative Procedure 4227**Repeatable Courses**

Repeatable courses may be repeated per the education code and the district policy.

I. Repeatable Courses

El Camino College designates only the following types of courses to be repeatable per Title 5, Section 55041:

- A. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.
- B. Intercollegiate athletics courses.
- C. Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses.

II. Catalog Identification and Designation of Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters following the course number. The lowercase letters indicate the number of times a course may be repeated. Courses may not be repeated more than four times including when a student receives a substandard grade or a "W" (Title 5 Section 58161).

Examples of repeatable courses include:

- *Physical Education 60abc (Women's Intercollegiate Soccer Team) - students may enroll in Physical Education 60abc three times.*
- *Communication Studies 293abcd (Forensics – Team Events) - students may enroll in Communication Studies 293abcd four times.*

Commented [MD1]: This should be removed from final version once consultation has concluded.

III. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. *(Examples of non-repeatable courses include History 101, English 1A, and Psychology 9B.)*

Commented [MD2]: Remove from final version.

IV. Under special circumstances, students may repeat courses in which a C or better grade was earned. The grade received by the student each term will be included in calculations of the student's grade point average.

- A. Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.
- B. Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any

number of times.

- C. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated ~~for~~ more than four ~~times/semesters~~. This limit applies even if the student receives a substandard grade or “W” during one or more enrollment or if a student petitions for repetition due to extenuating circumstances. Activity courses are designated in the College Catalog through the addition of lowercase letters in the course number.
 - D. Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination by certified staff verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.
 - E. A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a). ~~however, the grade received by the student each term will be included in calculations of the student’s grade point average.~~
- V. The District shall develop and implement a mechanism to allow it to properly monitor course repetition. For procedures on course repetition, see AP 4225 Course Repetition Procedure.

References:

Title 5 Sections 55040, 55041, 55253, 56029, and 58161

Ed Policies 5-28-19

Council of Deans: 8-1-2019

POLICY & PROCEDURE SERVICE

AP 4227 Repeatable Courses

References:

Title 5 Sections 55040, 55041, 55253, and 56029

NOTE: *This procedure is legally required.*

Only the following types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

The District must identify and designate such repeatable courses in its catalog.

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.

Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any number of times.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*

POLICY & PROCEDURE SERVICE

A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a); however, the grade received by the student each time will be included in calculations of the student's grade point average.

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

New 2/08; Revised 9/08, 4/09, 10/13, 10/17

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El Camino College Academic Senate 2018-2019 Goals: Progress Report

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

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

Measures:

1. Provide leadership for the college on issues related to Senate purview;
 - i. *Educational Policies Committee supported college's goal to establish and update legally required BP/APs by completing review, revision, and consultation process for 19 BP/APs, including nearly two-year review of BP/APs in response to faculty concerns (student discipline and professional development); Senate President serves at College Council Policy Days.*
 - ii. *Assessment of Learning Committee supports completion of more than one dozen program reviews each year and hundreds of assessments each semester; reports improved quality of assessments and evidence these are being used to improve teaching and student learning; surveyed faculty to evaluate and improve processes; based on feedback, adding workshops and revising templates to provide step-by-step instructions.*
 - iii. *College Curriculum Committee reviewed 20 new courses, 296 course revisions, 9 new certificates/programs, 10 certificate/program revisions, 194 Distance Education Addenda, 19 reactivations, and 1 inactivation; is overseeing Acalog (launched Spring 2019) and Curriculog (launching Fall 2019) development and implementation; revised By-Laws which were ratified by Senate; four of five CCC representatives with expiring terms renewed for 3-year terms; is supporting AB 705 compliance; completed curriculum certification process; revising certificates requirements to align with state mandates; reviewed 260 proposals and articulation agreements in Fall 2018.*
 - iv. *Distance Education Advisory Committee guides online learning efforts for the district; shifted oversight and implementation of training from Professional Development and Learning to Distance Education; is overseeing college's participation in statewide online course exchange.*
 - v. *Faculty Development Committee developed and Senate approved new Professional Development Plans required by Chancellor's Office; FDC leads planning for Fall and Spring Professional Development Day and is consulting on Professional Development Needs Assessment.*
 - vi. *Senate President co-chairs faculty position prioritization process; co-chaired Program Evaluation Task Force which received board approval to discontinue Horticulture program; coordinated efforts of Evaluation Procedures Committee which revised faculty evaluation forms.*
 - vii. *Planning Documents, Instruments, and Initiatives: Senate consulted on numerous initiatives, including South Bay Public Safety Center, Budgeting Processes, Accreditation processes and Quality Focus Essay, International Student Program, Strategic Planning, SENSE, Measuring College Outcomes, Guided Pathways Assessment, Student Equity Plan, and Goal-Setting for Metrics for Success.*
 - viii. *Senate Constitution and By-Laws revised to add optional speaking limits, refer to "part-time" instead of "adjunct" faculty, include Associated Student Organization*

representative an ex officio member, outline appropriate topics for and flexibility in the order of business for Senate agendas.

2. Arrange faculty representation on local and statewide senates and on campus committees;
 - i. *New president and secretary appointed to start 2019-2020; Four vice presidents were elected to another term: Academic Technology, Education Policies, Faculty Development, and Finance & Special Projects; interim VP Finance and Special Projects served spring 2019.*
 - ii. *Senate represented on hiring, collegial consultation, and campus committees (e.g. task forces for associate degree, faculty prioritization process, scheduling for student success).*
 - iii. *To prevent gaps in representation, Senate Constitution revised to ensure senators for the upcoming year are in place before the end of the current year;*
 - a. *For 2018-2019: 11 senator vacancies filled, including 6 new senators and 5 elected to another term;*
 - b. *For 2019-2020: 25 senator vacancies filled, including 6 new senators and 19 elected to another term;*
 - iv. *Faculty participated in statewide senate Area and Plenary meetings; VP Ed Policies/President-Elect serves on statewide resolutions committee; incoming Secretary attending Faculty Leadership Institute; four faculty/administrators attending Curriculum Institute in summer.*
3. Provide faculty leadership for the effective utilization of academic technology at the college;
 - i. *Academic Technology Committee consults and briefs Senate on numerous technology-related initiatives on campus; advising college on strategies to address decreased technology funding; reviewed and revised committee's mission; overseeing task force for becoming a "bring your own device" campus; revived Spring Technology Campus and facilitated other training opportunities (e.g., Microsoft Teams training), consulting on developing a new Innovation Center.*
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
 - i. *Faculty Development Committee implemented new flex credit matrix and policies and supported implementation of new flex reporting system in Spring 2019; Senate and FDC responded to faculty concerns about implementation of new system (system limitations, need for proactive training and tech support, improved communication, respect for faculty purview and professional judgement); collaborated with Professional Development to identify implementation challenges, propose strategies, and communicate progress; FDC developing appeal process for flex submissions.*
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
 - i. *Evaluation forms were revised to improve fairness and consistency, support professional growth and learning, and enhance usability; collegial consultation completed and Academic Senate approved revised forms; shift to online forms in progress.*
6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;

- i. *Information on local and state minimum qualifications and equivalency process has been developed and will be posted to Senate website.*
- 7. Maintain communication and effective collaboration with ECC Federation of Teachers.
 - i. *Presidents of Senate and Federation worked closely on Evaluation Procedures Committee to revise faculty evaluation forms and collaborate regularly (e.g., through College Council, BOT, on committee appointments); ECCFT represented on Ed Policies and Faculty Development Committees and leaders are ex officio members of Senate; presentations at Senate meetings by ECCFT president and executive director.*

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

Measures:

1. Arrange a Senate orientation at the start of the academic year;
 - i. *Interactive orientation provided at first meeting including Senate purview, shared governance, senator expectations, ed policies processes, college mission, overview of meeting packets;*
 - ii. *Handbook updated, distributed to all senators, posted to Senate website;*
 - iii. *Progress report provided on previous year's goals and new goals adopted; all are published in packet and on Senate website.*
 - iv. *Before each meeting, senators receive overview of packet contents to encourage consultation with constituents and prepare for meetings; at meetings and in meeting notes provide background and context for issues considered by Senate;*
 - v. *Ongoing "orientation" provided through deans' introductions at Senate meetings and informational presentations.*
2. Provide regular, ongoing communication with all faculty;
 - i. *Packets and meeting notes are distributed to all faculty and posted on Senate website.*
 - ii. *Reporters are identified for each division (senators who provide leadership in communicating Senate activities to division faculty).*
 - iii. *ECC faculty encouraged to participate in statewide events such as ASCCC plenary and institutes which are advertised on the faculty listserv, discussed in Senate meetings, and included in Senate packets.*
 - iv. *Faculty Development Committee coordinates more than 20 programs and co-coordinates more than 40 programs each year, including Fall & Spring Professional Development Day, Getting the Job Workshop Series, Informed and Inspired Lunchtime Faculty Development Series, Faculty Book Club. Expanded faculty learning opportunities were offered through a new initiative, Wellness Warriors, a collaboration between Academic Senate, Health Sciences and Athletics, and Classified Professional Development.*
 - v. *Faculty Development Committee coordinates recruitment, selection, and recognition of annual Outstanding Adjunct Faculty Award and Achievement Awards for Distinguished Teaching and Student Learning.*
3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
 - i. *The following faculty appointed to statewide positions:*
 - *Guided Pathways Liaisons: Janice Pon-Ishikawa & Jenny Simon*
 - *Legislative Liaison: Chris Wells*
 - *Non-Credit Liaison: Matt Kline*
 - *OER Liaison: Mary McMillan*
 - *Julia Land, Basic Needs Advisory Group, ASCCC*

- *Darcie McClelland, Resolutions Committee, ASCCC*
- 4. Continue initiatives to recognize faculty who achieve tenure.
 - i. *In collaboration with ECC President and VPAA, continued annual tenure reception; faculty achieving rank were recognized with certificates and letter of congratulations as well as recognition by VPAA on faculty listserv.*

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

Measures:

1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
 - i. *Senate Constitution and By-Laws revised, approved, and ratified by faculty to reflect end of partnership.*
 - ii. *Compton Academic Senate president serves on ECC executive board; Compton President or Vice President reported at each Senate meeting.*
 - iii. *ECC Curriculum Chair worked closely with Compton College to support establishment of independent curriculum processes.*
2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
 - i. *Informed & Inspired workshop series supported statewide initiatives with topics focused on culturally responsive teaching, preparing for Generation "Z," Native Hawaiian and Pacific Islander students, and Foster Youth.*
 - ii. *Ongoing collaboration with First Generation, Equity, and Dreamers initiatives through senate representatives and presentations at Senate meetings.*
 - iii. *Through meetings, packets, and meeting notes, faculty informed of statewide initiatives and Senate consulted on noncredit efforts, Guided Pathways, AB 705.*
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.
 - i. *In collaboration with Outreach and School Relations, Senate supported efforts to distribute 1300 "Ask Me" buttons; new Spanish-language buttons implemented in Fall 2018; program will receive funding to support institutionalization starting Fall 2019.*
 - ii. *Recommended syllabus statements were updated to address child abuse, gender-based, and sexual assault reporting requirements, Americans with Disabilities Act, Student Resources, the Student Success Act, Certificates and Degrees, Food and Housing Insecurity, Resources for Undocumented Students, Academic Honesty, and Recording in the Classroom.*
 - iii. *In collaboration with Counseling, Senate provided student resources to faculty related to petitions to graduate, new appointment system, and majors drop-in hours; resources for First-Gen and undocumented students; academic and support services, including those for undocumented students and students experiencing food and/or housing scarcity.*

Goals approved by ECC Academic Senate 9.18.18; progress updated 6.17.19

El Camino College Academic Senate 2019-2020 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).

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

Measures:

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

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

Measures:

1. Enhance Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Inspire greater participation of senators in activities of Senate, including Senate e-board, subcommittees and task forces;
4. Encourage all senators to provide input at senate meetings and provide mechanisms for senators to give anonymous feedback on issues discussed at meetings;
5. Continue initiatives to recognize faculty who achieve tenure.

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

Measures:

1. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and the Educational Master Plan;
2. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.
3. Support Accreditation process through regular communication and collaboration with steering committee and other campus leaders.
4. Participate in and provide constructive feedback on the implementation of metamajors and other Guided Pathways initiatives. Support efforts to keep students on the path to success through utilization of tools such as ECC Connect.

El Camino College Academic Senate and Collegial Consultation

Academic Senate Role

The purpose of the El Camino College Academic Senate is 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, listed below (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

10+1 Areas of Academic Senate Purview:

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](#).

Academic Senate Consultation Process

If the Senate is being asked to approve or endorse a matter (e.g., report, idea, initiative) or if the Senate President’s signature is required for official documentation (e.g., submissions to the Chancellor’s Office), then the Senate must hold a vote on the matter before it can be approved or endorsed or before the Senate President can sign official documentation.

When initiating collegial consultation with the Academic Senate, the Senate President should be the first point of contact. The President may advise that the consultation process should begin with a Senate committee. Subcommittees are usually chaired by members of the Senate executive board and include representation from other collegial consultation groups (Federation, administration, students).

Academic Senate Subcommittees:

- Academic Technology. Chairs: Pete Marcoux & Marlow Lemons.
- Assessment of Learning. Chairs: Kevin Degnan & TBA.
- Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. Meets fall semester only.
- College Curriculum. Chair: Janet Young.
- Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan.
- Educational Policies. Chair: Darcie McClelland.
- Faculty Development. Chair: Stacey Allen.

Academic Senate Meetings & Agendas

After consultation in committee, matters may be brought to the Academic Senate for consideration. The Senate executive board determines whether the matters are presented to Senate and, if so, whether they are for *information* or if they require a *vote* by the Academic Senate.

Topics that are presented to the Senate for *information* only (no vote is needed), appear on the agenda for one meeting. Before voting, the Senate must review matters at two meetings, referred to as a first and second reading. First and second readings must be noted in the Senate agenda.

The Board of Trustees is legally required to consult collegially with the Academic Senate; therefore, the Senate is subject to the Open Meetings Act (The Ralph M. Brown Act) just as the Board of Trustees is. Senate agendas must be posted at least 72 hours before each meeting. Agendas must be posted physically, on the ECC website and they are also distributed to all faculty. Timelines for developing and posting Senate agendas are as follows:

- Monday, the week before the next meeting: proposed agenda items due to Senate president, indicating whether topics require a vote of the Senate or if they are for information only. The Senate executive board determines which items will be included on the agenda.
- Wednesday before the meeting: agenda is finalized, materials for Senate packet are due to Senate president.
- Thursday before the meeting: Senate agenda and packet are posted and published.
- Monday, the day before the meeting: Materials for meeting slides are due to the Senate president by the end of business.

The Academic Senate meets the 1st and 3rd Tuesday of each month (12:30-2 pm) in the Fall and Spring semesters, typically in Distance Education Room 166. An additional meeting at the end of the semester – often on the 2nd Tuesday – may be added if the Senate has time-sensitive business to complete before the break.

As dictated by the Academic Senate by-laws, Senate meetings follow Roberts Rules of Order and each meeting addresses the following topics:

- Approval of the minutes of the previous meeting.
- Reports of officers and standing committees.
- Reports of special committees.
- Unfinished business.
- New business.
- Agenda items for next meeting.

For more information about the El Camino College Academic Senate, Senate subcommittees, meeting notes/agendas/packets, or the collegial consultation process, please visit:

<http://www.elcamino.edu/academics/academicsenate/>.

Deadlines for 2019-2020 (Confirm with Senate President, Dr. Darcie McClelland):

Please submit requests for 1st and 2nd choices for proposed meeting dates. Requests will be carefully considered and, if possible, honored. Given the volume of business that comes before the Academic Senate, not all requests will be able to be accommodated.

Senate Meeting	Proposed agenda items due	Agenda is finalized; Materials for Senate packet due	Senate agenda/packet is posted	Materials for meeting slides due
Fall 2019:				
September 3, 2019 • Senate Orientation	8/26/19	8/28/19	8/29/19	8/30/19 *due to Labor Day Holiday
September 17, 2019	9/9/19	9/11/19	9/12/19	9/16/19
October 1, 2019	9/23/19	9/25/19	9/26/19	9/30/19
October 15, 2019	10/7/19	10/9/19	10/10/19	10/14/19
November 5, 2019	10/28/19	10/30/19	10/31/19	11/4/19
November 19, 2019	11/11/19	11/13/19	11/14/19	11/18/19
December 3, 2019 • Outstanding Adjunct Faculty Awards	11/25/19	11/27/19	11/27/19 *due to Thanksgiving Holiday	11/27/19 *due to Thanksgiving Holiday
December 10, 2019 <i>(tentative)</i>	12/2/19	12/4/19	12/5/19	12/9/19
Spring 2020:				
February 18, 2020	2/10/20	2/12/20	2/13/20	2/14/20 *due to President's Day
March 3, 2020	2/24/20	2/26/20	2/27/20	3/2/20
March 17, 2020	3/9/20	3/11/20	3/12/20	3/16/20
April 7, 2020	3/30/20	4/1/20	4/2/20	4/6/20
April 21, 2020	4/13/20	4/15/20	4/16/20	4/20/20
May 5, 2020	4/27/20	4/29/20	4/30/20	5/4/20
May 19, 2020	5/11/20	5/13/20	5/14/20	5/18/20
June 2, 2020	5/22/20 *due to Memorial Day Holiday	5/27/20	5/28/20	6/1/20
June 9, 2020 <i>(tentative)</i>	6/1/20	6/3/20	6/4/20	6/8/20