



Academic Senate of El Camino College 2020-2021

February 16, 2021

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

Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, February 16, 2021 via Zoom

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B. Approval of Minutes	6-15
C. Unfinished Business: a. none	
D. New Business: a. Guidelines for Camera Use and Recording in Online Synchronous Classes 1 st Reading	16-20
E. Information Items – Discussion a. Institutional Planning at ECC- Viviana Unda	21-39
F. Officer Reports a. President – Darcie McClelland b. Chair, Curriculum – Janet Young c. VP Educational Policies – Darcie McClelland d. VP Faculty Development – Stacey Allen e. VP Finance – Josh Troesh f. VP Academic Technology – Pete Marcoux g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan	40-50
G. Special Committee Reports a. ECC VP of Academic Affairs – Jean Shankweiler b. ECC VP of Student Services – Ross Miyashiro c. Online and Digital Education Committee- Mary McMillan	
H. Future Agenda Items: a. AP 4105, Distance Education b. AP 4231, Prerequisites	
I. Public Comment	
J. Adjourn	

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 outside the Library.

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.



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Zoom information for Academic Senate Meeting 2/16/2021

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96066759172>

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial:
+1 669 900 6833 (US Toll)

Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, February 16. In the subject line, please put Academic Senate Meeting 2/16 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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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	Claudia Striepe	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jack Spencer

Ed Muo

Behavioral & Social Sciences

Stacey Allen 22/23

Ali Ahmadpour 22/23

Kristie Daniel-DiGregorio 20/21

Renee Galbavy 20/21

Michael Wynne* 20/21

Business

Kurt Hull 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22

Mary McMillan 21/22

Claudia Striepe*^R 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin*^R 21/22

Joanna Nachef 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21

Ryan Anthony 22/23

Nate Fernley 21/22

Tiffanie Lau 20/21

Colleen McFaul 20/21

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Pete Marcoux* 21/22

Anna Mavromati 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

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 22/23

Le Gui 20/21

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Dalyan Johnston

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 20/21 = 2020/2021.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:

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

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

Academic Program Review. Chairs: Kevin Degnan & TBA. 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: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. 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: Crystle Martin & Marlow Lemons. 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: Jorge Gutierrez. 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.

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

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 Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct

- Jack Spencer
- Kamisha Sullivan

Behavioral & Social Sciences

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Seranda Sylvers

Fine Arts

- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Joanna Nachef
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Ryan Anthony
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Stephanie Burnham
- Kevin Degnan
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

Industry & Technology

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

Library and Learning Resources

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

Natural Sciences

- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter
- Jwan Amin

Associated Students Organization

- Sarah Jean Marble
- Pretty Abraham

Curriculum Chair

- Janet Young

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

President/Superintendent

- Dena Maloney

ECC Federation

- Kelsey Iino

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Robin Archart, Humanities
- Loic Audusseau, ITS
- Jeff Baumunk, HSA
- April Bernabeo
- Debra Breckheimer, Humanities
- Yana Farah, BSS
- Greg Fry
- Chris Gold, BSS
- Traci Granger, HSA

Edith Gutierrez
 Brittany Hubble, Fine Arts
 Christopher Hurd, Counseling
 Tiffany Huynh, Humanities
 Camila Jenkin, LLR
 Lillian Justice, Registrar
 Angie Kirk, Humanities
 Coleen Maldonado
 Kathryn Marsh
 Edward Matykiewicz
 Gary Medina
 Russell McMillin
 Jeff Miera
 Andrew Nasatir
 Ruby Padilla, Counseling

Janice Pon-Ishikawa, Counseling & GP
 Karen Preciado
 Berkeley Price, Fine Arts
 Manuel Rios
 Russell Serr, HSA
 Jenny Simon, Humanities & GP
 Gerson Valle, Mathematics
 Blake Van Room, ITS
 Chris Wells
 Moses Wolfenstein

Excused: A. Mavromati , K. Degnan

ACADEMIC SENATE MINUTES

December 1, 2020

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 Darcie McClelland called the seventh Academic Senate meeting of the fall 2020 semester to order on Tuesday, December 1st at 12:33pm.

B. APPROVAL OF MINUTES (p. 6-14)

D. McClelland: See pgs. 6-14 of the packet for minutes from November 17th meeting. Motioned by A. Ahmadpour, seconded by C. Striepe.

- Change date
- 40 yes, 0 nos, 0 abstained. APPROVED.

R. Diaz: Welcome to our Deans Rep today from Behavioral and Social Sciences, Dr. Chris Gold!

C. Gold: Great job to Darcie McClelland. We have an Ethnic and Social Justice Studies department. We have some brand new social justice courses being taught for the first time. Getting ready for the new CSU Ethnic Studies graduation requirement.

We also house the myPATH program, where each class is paired with a counselor and a PASS mentor.

Also have a new Women, Gender and Sexuality Studies AA degree. I'm delighted to be here, thank you for having me.

C. UNFINISHED BUSINESS

a. Guided Pathways Scale of Adoption Assessment 2nd Reading and vote- Jenny Simon and Janice Pon-lshikawa

- Motioned by A. Josephides, seconded by S. Allen
- 40 yes, 0 no's, 0 abstentions. APPROVED.
- D. McClelland: thank you Jenny and Janice for information and presentation you provide last week

b. AP 4105, Distance Education 2nd Reading and vote-Darcie McClelland

- D. McClelland: Change is in blue: Deans/directors may enter a faculty's Canvas shell if faculty member is not able to communicate
 - E.g. had an instance where faculty was seriously ill
- Had some email feedback re online evaluations, how they would be handled in Spring semester
 - K. Daniel-DiGregorio: need clarification on this
 - Discussion around clarifying language
- KDD: Kudos to ODEAC, this is great. I was confused by certification process, wasn't sure what we meant by five-year cycle. Request for clarification of intent

- DM: Once every five years, faculty member needs to do A or B if teaching consistently online and then clock would be reset after another five years.
- A. Ahmadpour: to what extent are we responsible to respond to an email? We have the ability and are responsible for our courses. Don't see anything about needs to teach online, recommend adding.
 - DM: As far as requiring a set number of emails, I don't know how we would require that.
 - AA: We should clarify, some syllabi include that email is a privilege, please do not abuse. Some students do abuse it and some people cannot spend 2-3 hours a day on their email.
 - DM: Falls under academic freedom of faculty member, would not want Senate deciding for me how often I respond to my students
 - AA: we are giving authority to dean to enter. I think Federation needs to look into this and add another phrase and not leave as open ended as it is now.
- M. Wolfenstein: Glendale requires an annual, specific training for DE certification for online instruction. Take-away is you keep current in the field. We felt it reasonable that if you haven't taught for a while, should do a refresher
- A. Brochet: My question is about page five and enrollment, attendance, and participation. Based on feedback counselors have been getting, students don't know exactly when they're supposed to do what, and show up to not get dropped, how to get in off the WL, etc. Could we clarify in that paragraph? My suggestion would be to say that teacher could email the student before they drop? Sometimes students are not aware that an assignment was due and they get dropped.
 - DM: We would have to go back and edit attendance policy to make the change
 - AB: Consistency would be more helpful for students, because they don't know how courses work. And also at the very end, it says course can be published before course begins and communication is strongly encouraged, but some faculty don't. Any suggestions?
 - KDD: I am conscious of how busy the first week of classes is for students and faculty. Schedule says that students need to log in to Canvas, and often students have trouble with this. Maybe what we do is say: ask faculty to post info to Canvas but also email class listserv letting them know info is there and to pay attention to the drop requirements.
- DM: this is distance ed policy to cover our online course during regular semester. They are usually pretty good about communicating with students. We have not had problems with faculty who regularly teach online. This emergency throws everything up in the air. I just don't know that we want to completely frame our AP around once-in-a-lifetime emergency. Can add language to strongly encourage
- E. Kelley: Is the plan for this to go into effect this semester? DM: Once it gets through consultation. EK: Going back to certification process, can we add clarity to PD option? It's so vague—would one hour re-certify me for five years? And how is it approved?
 - MW: From my perspective, we didn't pencil this in. I would like to see an hour of PD a year to model other CCCs. It can't be too laborious in terms of administrative aspect

- Discussion around certification process, language recommendations
- KDD: On the establishing substantive contact, in terms of establishing expectations. I know we're in emergency situation, but under B, I wonder if we wanted to add "this should include anticipated timeframe..." Under faculty-initiated interaction, could we change instead of determine to assess.
 - Discussion around update to language in AP
- KDD: In terms of timely feedback, I wonder if we want to be more specific about what we are giving them guidelines for. DM: I think we need to leave open-ended. KDD: Under accessibility, is this an addition or a comment? DM: Ed policies looked at this and voted to keep it as is.
- R. McMillin: Under letter F about faculty absence notification, it mentions three days. I think that would work for Ali's concern about emails and response times. That could be used as recommendation. DM: Add 'for a period of at least three days' under Dean/Director Access to Canvas Shells.
- A. Ahmadpour: I think we are micromanaging these courses, we should have some general requirement and then let deans
- 40 yes, 0 nos, 0 abstentions. Will move on to College Council.

D. NEW BUSINESS

None

E. INFORMATION ITEMS – DISCUSSION

a. Outstanding Part-Time Faculty Award-Stacey Allen and Anna Brochet

- S. Allen: Before we begin the award presentations, I'd like to thank those who took the time to nominate adjunct faculty for this recognition as well as the selection committee who spent considerable time and effort reviewing extensive nomination materials:

Virginia Rapp, Dean, Business

Michael McDermit, English

Selene Torres, Counselor, HDEV Instructor and recipient of the 2019 Outstanding Adjunct Faculty Award

Giancarlo Fernandez, ASO President

The Outstanding Adjunct Faculty Award was established in 2010 by the Academic Senate to honor exceptional adjunct faculty members who demonstrate the highest level of commitment to the college's mission and to student learning and teaching.

Before we announce the 2020 recipient of this award, Anna Brochet and I will introduce seven of our colleagues who are being honored today with an Achievement Award for Distinguished Teaching and Student Learning for their instructional excellence and innovation.

Robin Arehart

As an English instructor, Robin believes classrooms are, ideally, interactive and supportive communities of readers, writers, and thinkers. She fosters student success by varying her instructional strategies,

encouraging a great deal of peer-to-peer engagement, and making sure her curriculum is relevant to the lives of her students. Robin is extremely active on campus; she is a Guided Pathways Summit and Success Team participant, a member of DEAC, and most recently, Robin co-created the Equity & Culturally Responsive Teaching Canvas course for faculty as part of the summer Faculty Online Innovation Grant project. Her colleague, Jennifer Annick, says that Robin loves to learn as much as she loves to teach and is an outstanding asset to the El Camino College community.

Yara Farah

In the short time that Yara has taught psychology at El Camino, she has already made quite an impression. Her dean, Chris Gold, noted that six students submitted Warrior PRIDE applause forms, complimenting and thanking Dr. Farah for her excellent transition to online teaching last spring and for her commitment to their individual needs and learning. One student wrote, "I appreciate Professor Farah as my teacher. I see how hard she works to make sure that everyone understands and no one gets left behind... When it comes to a great education, there are teachers who we rely on and a good school is recognized by good teachers, and Professor Yara Farah is one of those good teachers."

Tiffany Huynh

Tiffany is an alumna of El Camino College who has been teaching English here since 2014. Her former ECC professor and now mentor and colleague, Brent Isaacs, explains that Tiffany's instructional abilities and classroom presence often rival and even at times surpass those of decades-seasoned professors. In his thirty years of professional education, he has never encountered anyone as singularly or naturally suited to teaching. Her colleague Suzanne Gates expresses similar sentiments by characterizing Tiffany as an extraordinary instructor who is committed to serving students and one who truly embodies the mission of El Camino College.

Angie Kirk

Angie is also a proud ECC alumna who teaches in the English Department. In nominating Angie for this award, Bruce Peppard commended her for the engaging learning environment she creates in classes that are clearly designed with student success in mind. Her colleague Elise Geraghty, who served on Angie's hiring committee 12 years ago, praises Angie's strong pedagogical foundation and love for her students. Elise notes that Angie is particularly skilled at teaching reading, and while AB 705 has eliminated ECC's reading classes, Angie uses her expertise to help students taking English 1A and 1C to achieve success. In addition, she is clearly committed to her own professional development. Angie will begin an online EdD program in January for the Doctor of Education, Curriculum and Instruction degree.

Hatien Nguyen

Hatien was nominated by Yun Chu, Kristie Daniel-DiGregorio, and Juli Soden, her colleagues in HDEV, who praise her for making it a priority to actively participate in department events, professional development activities, and campus-wide initiatives. They call her a true El Camino College Warrior who is an essential member of the Human Development Department. Not only has she taught HDEV since 2008, she has also been a counselor for EOPS, FYE, and TOP. Hatien's teaching philosophy is to provide guidance and support to students to help them achieve success. This is clearly appreciated and

recognized by her students as noted in an email she recently received from a student who thanked her for being a caring professor who is always attentive to students' needs.

Kamisha Sullivan

Kamisha has taught English at El Camino College for just two short years, but has already earned a reputation as an equity-minded instructor who is deeply committed to her students. Her educational philosophy centers around a belief in care with an emphasis on relationships and communication as foundations to classroom success. She has demonstrated a commitment to professional development through participation in SITE and Safe Zone training and currently serves as one of two adjunct senators in the Academic Senate. She was recently invited to be a special guest on the ECC Virtual Hallway podcast to present on developing equitable syllabi. With great enthusiasm Rhea Lewitski nominated Kamisha and described her as someone who is extremely committed to her students, our college, and above all, equity in education.

Elizabeth Walker

Nominated by her colleague in the English Department, Erica Brenes expresses her belief that Elizabeth uniquely understands today's racial reckoning and how it affects faculty, students, and campuses. Her professional experience in publishing texts on the socioeconomic impact of education and its intersection with race means she has an important grasp on issues deeply relevant to our college's mission towards equity. Brenes says that honoring Dr. Walker is a way of honoring our commitment to faculty who fight tirelessly for equity. Elizabeth strives to be the college professor she wishes she had as an undergraduate and sees herself not just an English professor, but a scholar, a counselor, a philosopher, and an activist who is committed to providing educational opportunities for all students.

SA: And now, I am pleased to announce this year's Outstanding Adjunct Faculty, **Brittany Hubble**.

Ms. Brittany Hubble, nominated by her colleague Francesca Bishop, has been commended for her steadfast commitment to our students and to the mission of El Camino College. As a graduate of El Camino, Brittany transferred to UCLA where she earned a B.A. in Communication Studies and then went on to earn a Master of Arts in Communication Studies at California State University, Long Beach. As a student at El Camino College, Brittany was a member of the award-winning Forensics Team and continued to coach the team pro bono throughout her graduate studies. She is a nationally recognized expert in collegiate debate and currently serves as Vice President of the National Parliamentary Tournament of Excellence and chair of the debate committee at Phi Rho Pi, the preeminent community college forensics organization. Most recently, Brittany co-directed the highly successful Crossman Invitational Forensics Tournament.

Professor Bishop describes Brittany as a phenomenal instructor whose dedication to her students and to equity are demonstrated every day. Having a positive impact on students and teaching them lessons that extend beyond the classroom is Brittany's top priority and this approach has consistently resulted in a deep appreciation from students. One of her former students who also transferred to UCLA and is now a graduate student at King's College London, describes Brittany as a powerful educator who understands the needs of her students, identifies their potential, and helps them achieve true success.

Congratulations to Brittany Hubble, recipient of the 2020 Outstanding Adjunct Faculty Award! And now I'd like to invite Brittany to say a few words.

B. Hubble: Thank you for honoring me with this award. Thank you to Francesca Bishop, who nominated me. Has been a formidable mentor. Mark Crossman, who wrote a letter of support, he is a big reason I became a Coms instructor. Thank you to former student who wrote letter. Thank you ECC as a whole, it's been my home for almost a decade, I was here as a student and as a grad student. Now here as an instructor, and it's great to be a part of a community who is so supportive. Grateful for ECC for changing my life, wouldn't be here today without it. I hope that I can help pass on those experiences and knowledge that ECC has given to me so students can feel that success and reward of being part of ECC.

D. McClelland: Thank you to Brittany and everyone else recognized today.

b. Block Scheduling Discussion-Jean Shankweiler

- Last spring we looked at a proposal for scheduling 3-unit classes and 4-units, tried to align with schedule that works for most
- In response to concerns and feedback, went back to workgroup and maybe were bit ambitious with four different schedules. Worked on grid that is more clear. You'll see there are two tabs-one with 7:45am start and one with 8:00am start—not significantly different, just something psychological about starting at 8am. So everything is starting at 8am. Reflects hours for 3-unit classes. By starting at 8am, causes college hour to get pushed back by 15 minutes. Provided cushion to allow for people to get to meetings on time, gives 20 minute passing time. Tried to also be consistent for evening courses. Start with 3 unit classes and come back and talk about 4 unit classes
- If you have a course that doesn't fit a traditional 3 unit section, trying to schedule so that students have better choices and classes don't run over each other
- A. Josphephides: Thank you, Dr. Shankweiler. From librarian's perspective, great for classes to start at 8:00am. When they started at 7:45, they wanted to come into library, and wanted library instruction pre-8:00am and we sometimes accommodated them. But our library opens at 8:00am.
- S. Burnham: Other 4, 5-unit courses will schedule around this. Will there be another block schedule for those? JS: If you have a 4-unit class, what we would say is try to schedule so it starts at 8 or ends at 9:45am. If you started at 8:30 and finish in 10:30 timeframe, but try to make so that they start or end within a block so that students can use another time block for another class.
- P. Marcoux: College hour is one hour, impacts Senate. DM: We will have to discuss as an e-board. JS: Current college hour is one hour, some people come late and leave early. PM: We just need to fit in important items in that hour

c. Change in online proctoring software discussion

- M. Wolfenstein: By tomorrow will have demo trial set up. We are trying to move as quickly as possible. If there is anyone here who would like to be involved with that, will be sending out an email. Maybe setting up a quiz for extra credit.
- Things are looking promising and pricing wise, have run it by campus tech
- R. Diaz: Is it accessible via mobile devices? MW: Respondus can be used on Chromebook

F. OFFICER REPORTS

a. President, Darcie McClelland

- Faculty prioritization process completed
 - Meeting with Dr. Maloney and Dr. Shankweiler to go over results Friday
 - This is just a recommendation
- Need a rep for a grade appeal committee in a law course
 - Specifically for Business division, someone who teaches in law courses
- No December 8 meeting – today will be last meeting of semester. Thank you for your efforts in Senate this semester
- Major topics to discuss in spring include online load after Covid emergency and a policy concerning student privacy and the requirement to use camera in live online courses
 - Shared purview with union
 - Something we will need to develop a policy for in the Spring
- You're Invited! STEM career panel – we have three excellent panelists. Flyer is in the slides, which will be posted today. One of the panelists is Black first gen, one of best scientists I've ever worked with. Please send your students

b. Curriculum – Janet Young

- J. Young: Special thank you to the DCCs and reps
- Social justice and equity training was conducted by Melissa Fujiwara on November 14th
Topic: Building Equitable
- Distance Education Update
 - 1,210 courses are now approved for Online and/or Hybrid or Emergency Only Online/Hybrid
 - The Chancellor's deadline has been met
 - If faculty determine that a course is not appropriate for online delivery, there is a process to change the DE status

c. VP Educational Policies – Darcie McClelland

- Congratulations and a huge thank you to our new Ed Policies VP, Claudia Striepe!

d. VP Faculty Development- Stacey Allen

- Informed & Inspired: Aggressions & Affirmations: Nothing Micro About It
 - Thursday, December 3rd, 2:00-3:00
- Getting the Job Workshop – The Application Process
- Spring PD Day, Wednesday, February 10th
- Faculty Book Club – Spring 2021
 - Racial Microaggressions: Using Critical Race Theory
 - A. Josephides: if you haven't registered for faculty book club, we encourage you to do so. There are 11 seats out of 25 left to fill. The more names that come forward and fill these spots, we can forward your address to Dr. Martin so books can be mailed out

e. VP Finance- Josh Troesh

- The big thing we are trying to figure out is how to keep campus informed considering we have a lot of campus needs related to operational cuts as well as impact to accounting

workload. If any concerns or issues, related to your divisions and needing to be informed of budgets, let me know so we can balance needs of campus with incredible workload accounting is under

f. VP Academic Technology- Pete Marcoux

No report

g. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan

- D. McClelland: Due date for Fall 2020 SLOs are due March 5th. Fall 2020 PLOs are due March 19th

G. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- Substantive change for DE programs approved by ACCJC – not just for Spring but ongoing
- Faculty evaluations for spring – almost at agreement so that tenure track and adjunct faculty can be evaluated in the Spring
- Faculty hiring for fall 2021 in process

b. ECC VP of Student Services – Ross Miyashiro

- Turkey Give-a-way
 - Over 300 cars
 - Distributed 300 turkey coupons by 10:30am
 - Distributed 453 bags of food to our students & community
 - The Warrior Food Pantry stayed open until 2:00pm
 - 32 ECC Warrior Student workers and volunteers

c. Online and Digital Education Committee- Mary McMillan

None

H. FUTURE AGENDA ITEMS

- a. AP 4231, Prerequisites

I. PUBLIC COMMENT

- J. Nacheff: Thank you to Darcie for incredible work

J. ADJOURN

D. McClelland: Have a great winter break, see you in the Spring!

Motioned to adjourn by A. Josephides, seconded by J. Nacheff. Meeting adjourned at 2:04pm.

Guidance for Camera Use and Recording in Online Synchronous Classes

(Based on the California Community Colleges Office of General Council Legal Opinion: 2020-12: Online Class Cameras-On Requirements)

"While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws."

Based on the guidance provided by the CCC Chancellor's Office, Office of General Council, the following are recommended for synchronous class meetings:

- Cameras are presumptively optional for live synchronous online classes.
- Audio can be required to the extent necessary to meet learning outcomes, but students should be encouraged or required to mute audio when they are not speaking.
- If both audio and visual student participation is essential:
Faculty require cameras to be on, but only to the extent necessary to meet learning outcomes, and with adequate notice to students;
 - Clearly identify the essential nature of video for instruction and consider a student's privacy or technical objections and create a confidential "opt-out" mechanism that allows a student to decline video participation;
 - Consider an alternative to video participation such as audio participation;
 - Encourage students to set a profile picture in the video conferencing environment;
 - Encourage the use of electronic video backgrounds; and
 - Allow students flexibility to turn off the cameras unless needed.
- Encourage the use of the video conferencing chat feature for attendance and discussion.

Additional information about photos, video, audio recording under FERPA can be found in the US Department of Education [FAQs on Photos and Videos under FERPA](#).

While this document refers to Zoom, the guidance can be applied to any synchronous video platform, such as Microsoft Teams or WebEx.

If you have questions about how FERPA relates to your specific situation at El Camino College, you can reach out to Dr. Moses Wolfenstein, Distance Education Faculty Coordinator or Lillian Justice, Registrar.

The below FAQs are adapted from [Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom](#) by Michelle Pacansky-Brock and CVC-OEI, licensed under

[Creative Commons Attribution 4.0](#), and from [Guidance for Synchronous Classes at College of the Canyons](#).

I don't record classes when I teach on-campus. Do I need to record Zoom sessions?

No, you do not need to record Zoom class sessions.

Are video or audio recordings of lectures protected student records?

If a recording includes only the instructor, it is not a student record and FERPA does not limit its use. If the recording includes students asking questions, making presentations or leading a class, and it is possible to identify the student, then the portions containing recordings of the student do constitute protected educational records. Educational records can only be used as permitted by FERPA or in a manner allowed by a written consent from the student.

What recording settings should I select in Zoom to best ensure students are not recorded in the archive?

Before you schedule your meetings:

- Click on My Account
- In the left column, select Settings
- Select the Recording tab and choose the following settings:
- Disable Local Recording. For most instructors, recordings should be kept in the cloud and not downloaded to a local computer
- If you wish to have a video of the speaker recorded during screensharing, enable Record active speaker with shared screen
- Disable Record gallery view with shared screen
- Disable Display participants names in the recording
- Enable Multiple audio notifications of recorded meeting, which plays an automated message whenever a recording is started, or a participant enters a session that is already being recorded.

When your meeting starts, keep your Zoom view set to Speaker View (as opposed to Gallery View). This ensures that only the person who is speaking appears on the screen, as opposed to recording a grid view of all attendees with webcams enabled.

How can I set Zoom settings so that students turn on their videos only when they choose to do so?

When you schedule your meeting, you are advised to set Participant Video to Off to allow students to opt into sharing their video.

Can I publicly share a screen capture of a Zoom session or recording that shows one or more identifiable students?

You should share a screen capture or recording of a student only with that student's consent in order to comply with FERPA. Students should not record you without your permission. Likewise, we encourage you to model informed consent with your students by asking them if and when you can record. In short, we discourage you from making or sharing screenshots of students.

Should I require students to turn on their video during a live Zoom session?

- No. This is problematic for several reasons.
- Students might not have a webcam and owning a webcam was not a condition for them to register for your course.
- Students might not want to show where they are located. If a student is couch surfing or homeless, and you force them to reveal this to class, this might negatively impact their motivation and the way the rest of the class perceives them. (A [2019 survey of California Community College](#) students found that 60% were housing insecure in the previous year, and 19% were homeless in the previous year. And this was before the pandemic!)
- Students might be living with minors or others who are not able to provide informed consent to being viewed or recorded by others
- Students might have a disability that they do not wish to display. In fact, they might have chosen a distance education class so that they would not be subject to stares and whispers of other students.
- Students might have experienced adverse childhood experiences, and being forced to stare at themselves in a camera can be a triggering experience. (The Centers for Disease Control estimate that [60% of US adults had an adverse childhood experience.](#))

For more on the potential negative impacts of cameras in class, and ideas for alternative ways to engage students, see: [Karen Costa, "Cameras Be Damned."](#)

Can students publicly share class recordings or screen captures of a Zoom session or recording that show one or more identifiable students?

No. Instructors should tell students that they should not share the link to any class sessions, or take screen captures of Zoom sessions. Students that violate this request

may be subject to the student code of conduct for disrupting class, especially if you include this in your syllabus. It's more likely that students will respect your instructions in this regard if you model informed consent before recording them or forcing them to turn on their cameras.

Can I show recordings from last year's class to the current class?

Under FERPA, this situation should be treated as if the recordings were being shown to a third-party audience, which requires FERPA compliance through use of consents from identifiable students or by editing out those students from the video.

If I want to all access to a video (that shows students participating) to others outside of the class, is this permitted?

Possibly. There are a couple of ways to use recordings that show students participating.

- The instructor may obtain individualized written FERPA consents from the students shown in the recording. This type of consent can be obtained on a case-by-case basis or from all the students at the outset of a class. ([See ODE Website for an example](#))
- Recordings can be edited to remove portions of the video that show students who have not consented to the use of their voice and/or image (simply blurring a student's image and removing their name is not sufficient, as the student may still be identified).

What is the way to comply with FERPA if I am video recording my class sessions, students will be asking questions/doing presentations, and I wish to share the recording with a future class?

Overall, plan your live Zoom session as carefully as you plan your face-to-face classes.

- Record only the parts of your session that show you. Plan to hold specific Q&A periods during the session and when you get to one, click Pause recording.
- When you are ready to present again, Resume recording.
- Don't refer to students by name (de-identifying the students removes the need for a specific consent from each student depicted). If a student happens to appear on camera, their identity can be edited out or written consent can be obtained.
- Videos of students giving presentations and student-generated video projects are covered by FERPA and copyright (students own the copyright of their work, just as any other author/creator). Therefore, written permission to use these digital works must be obtained by the student

What if my course activities require student demonstrations or recordings?

The course outline of record for some courses requires students to perform certain activities or demonstrate skills in order to meet course objectives. In these cases, instructors should strive to disclose to students what will be required before the start of class. This might occur via the instructor orientation letter, printed comments in the schedule of classes, and/or a department or instructor website.

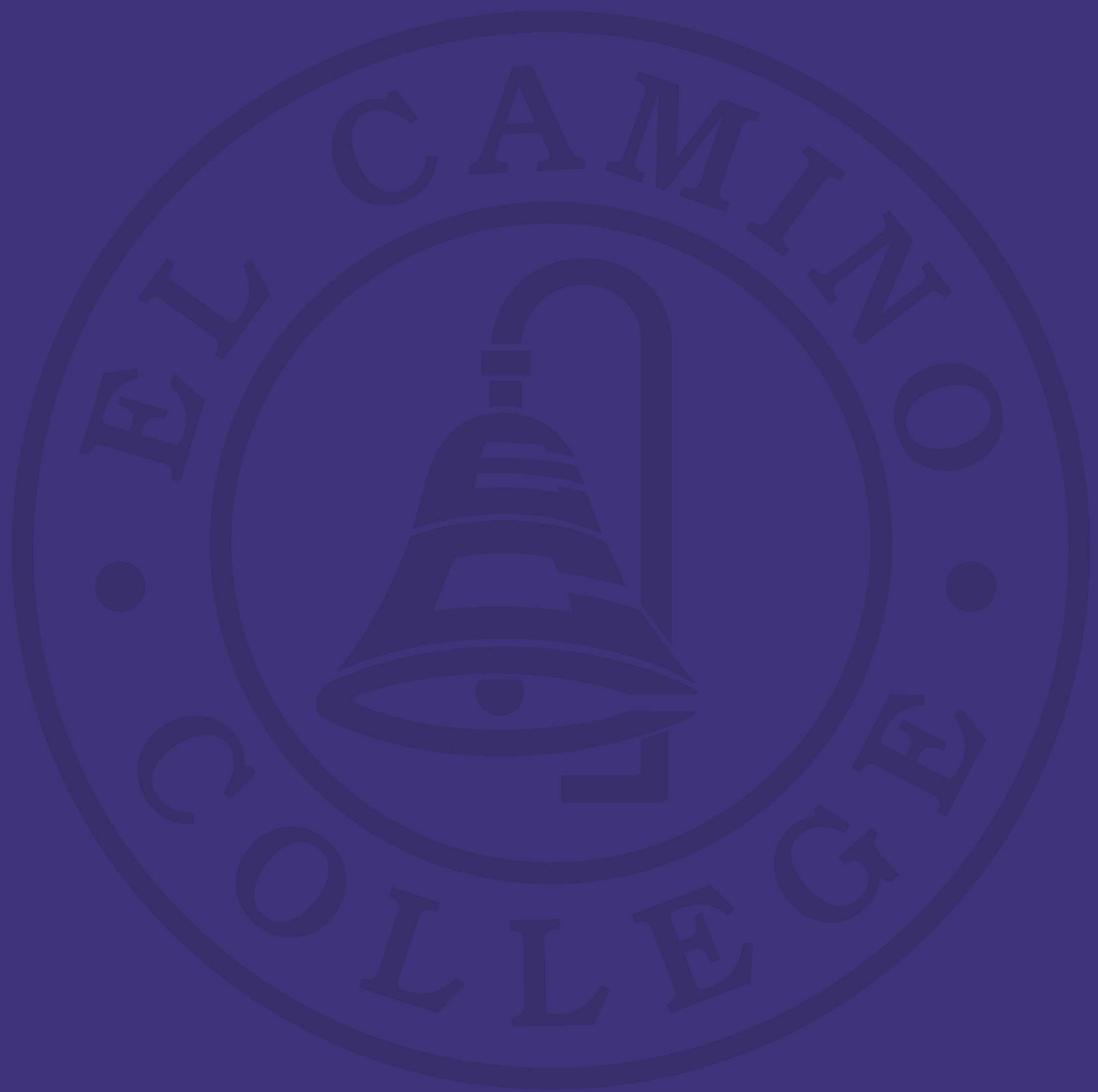
How do I accommodate students with disabilities who need to view a recording of class with captions?

As suggested above, plan your class session so that you are recording only the parts of class that show you or your instructional material. Also, note that not all live class sessions, e.g., via ConferZoom, need to be captioned. The state Chancellor's Office clarified responsibilities for meeting the needs of students with disabilities in [Memorandum ES 20-16](#). Live class sessions need to be captioned when a student is present who has an Academic Accommodation Plan developed with SRC that identifies captions as an accommodation. Even if there's no student with disabilities, all pre-recorded videos do need to be captioned, in order to make them accessible to all students (aka Section 508 compliance). For questions about accommodations, contact the [Special Recourse Center \(SRC\)](#).

What if I have questions or suggestions about the information here?

Please contact Dr. Moses Wolfenstein, Distance Education Faculty Coordinator, at mwolfenstein@elcamino.edu

If you plan to record your synchronous course for use in another section or later term you will need to get written permission from all students in that sections. Here is a sample [Permission to Record](#).



**INSTITUTIONAL PLANNING
AT EL CAMINO COLLEGE**

January 2021

Institutional Planning at El Camino College

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Purpose of this Document

Institutional Planning at El Camino College serves to provide an overview of the plans and planning processes that take place within the institution. This document will introduce and orient readers to additional resources available online at ECC's Institutional Research and Planning (IRP) website (<https://www.elcamino.edu/about/depts/ir/>). Although the document will provide an overview of the types of plans used in ECC, and the planning processes and timelines, specific calendars and the most up to date planning documents will be available on the IRP website.

El Camino College: Mission, Vision and Values

El Camino College Board Policy 1200 states its mission, vision and values. These foundational statements are the building blocks of all planning processes as all areas, units/divisions, and offices/programs work towards a common mission and vision. Shared values will enable better collaboration both during the planning processes and while executing the plans.

Mission

The mission of El Camino College is to make a positive difference in people's lives. We will 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 College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Values

Our highest value is placed on our students and their educational goals; interwoven in that value is the 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, in order to best pursue our mission and vision, we commit to the following five core 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.

ECC Approach to Planning: Integrated Planning

What is Planning?

Planning is a systematic and organized effort to envision how to reach institutional goals. This effort includes thinking about what needs to be done (activities and tasks); who does what (roles and responsibilities); when has to be done (timeline); and what are the resources needed (monetary and non-monetary).

What is Integrated Planning?

Integrated planning (IP) is an approach to planning that builds on relationships, aligns the institution, and is all-inclusive. It engages all stakeholders of the institution—all areas, units/divisions, and offices/programs; faculty, students, staff, alumni and external partners—to work together toward a common vision. Integrated planning aligns the plans of the College both vertically (from the mission/vision to on-the-ground operations) and horizontally (across areas, units, divisions, programs, and offices). It engages all of the institution's areas of operations (academic affairs, student services, finance, human resources, information technology, and communications).¹

Why do it?

Integrated planning will help the College achieve ECC's mission more effectively. It builds consensus on priorities and moves the entire College towards the same vision through clear goals and objectives. It also aligns the resources necessary to achieve the institution's goals and objectives.

ECC Planning Model

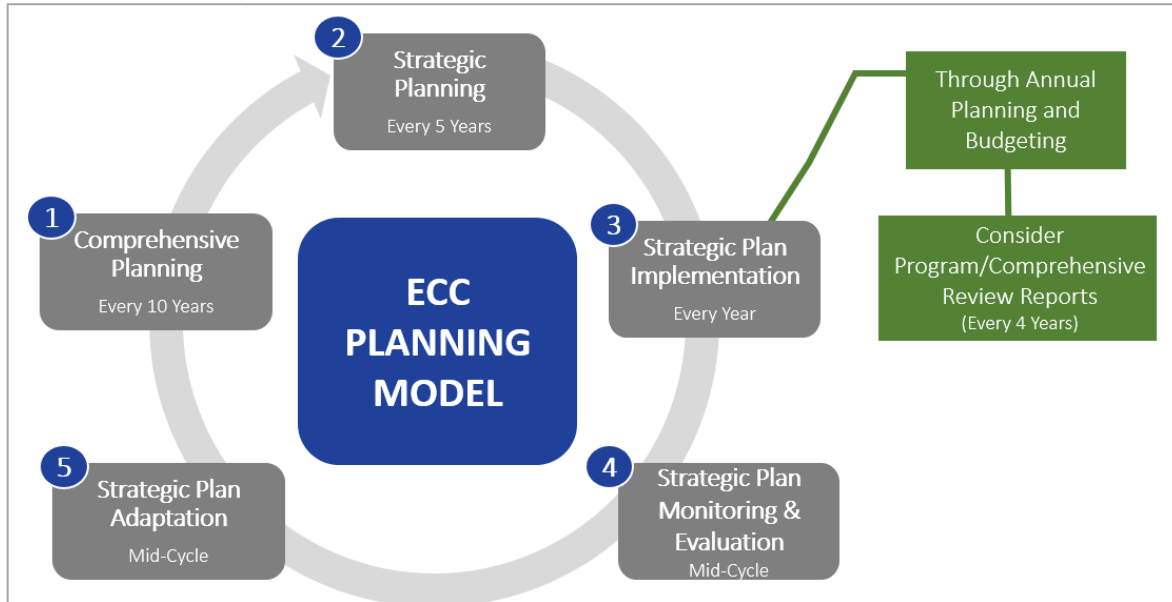
Figure 1 below illustrates the El Camino College Planning Model. The model incorporates four key types of planning the institution uses: comprehensive planning, strategic planning, program/comprehensive review, and annual planning and budgeting.

Figure 1 also includes the time-cycle for each component of the planning model: comprehensive planning takes place every ten years, strategic planning, every five, program/comprehensive review, every four, and annual planning and budgeting, every year. The model shows as well the relationship between them: comprehensive planning informs strategic planning; the strategic plan is implemented through annual planning and budgeting, which is also informed by program/comprehensive reviews.

Finally, the model depicts the phases following planning and implementation. These are the monitoring and evaluation of the strategic plan mid-cycle, and its adaption, if required. The following sections describe in detail each type of planning.

¹ SCUP definition (<https://www.scup.org/planning-type/integrated-planning/>)

Figure 1: ECC Planning Model



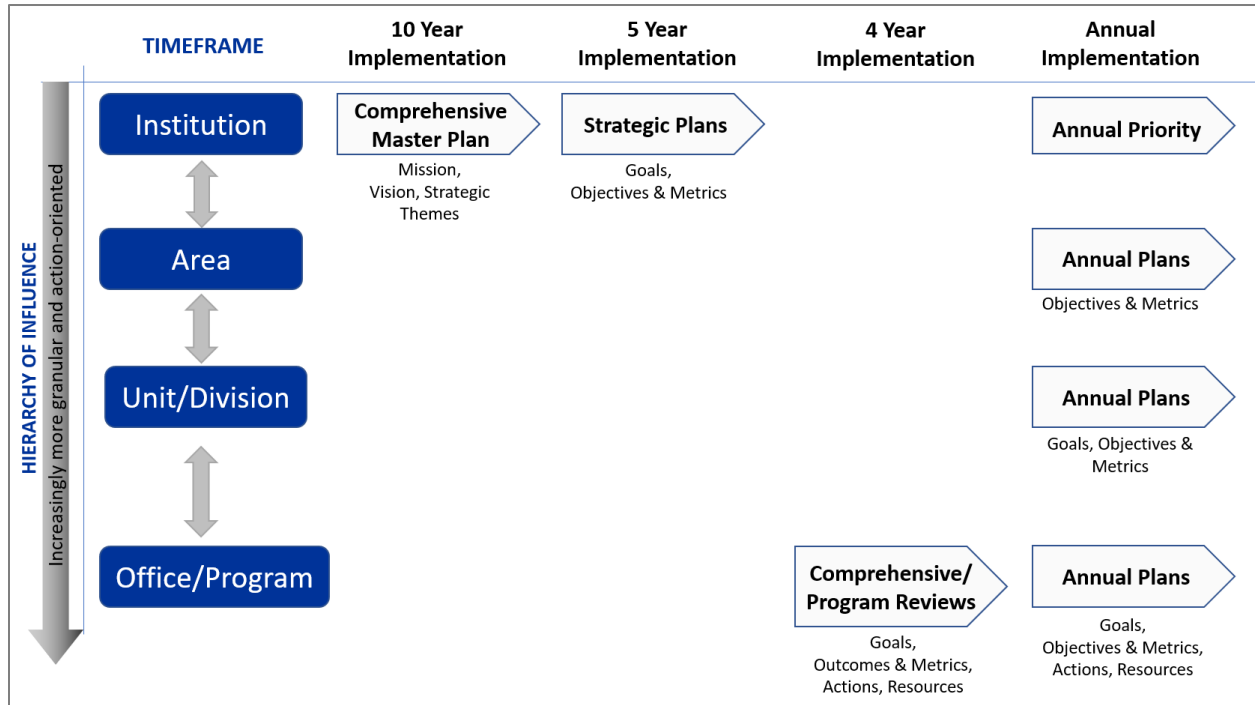
Source: Institutional Research and Planning

Types of Planning at ECC

There are different types of planning at El Camino College with different timelines and positioned at different levels, each informing and aligning to the plans of the other levels. As presented in Figure 2 below, the area annual plans contextualize, for each area, the institution's goals and annual priority. The area objectives will provide direction to units/divisions as they articulate their goals and objectives.

At the same time, the unit/divisional goals and objectives will provide direction to the office/program's annual plans. Each annual plan aligns and contributes to the annual plans at the next level and so on. In addition, multi-year plans such as the Comprehensive or Program Review documents serve as input into the annual planning processes of the offices and programs.

Figure 2: Alignment Between ECC Planning Processes



Source: Institutional Research and Planning

Comprehensive Planning

This process is implemented every ten years and involves envisioning what the institution is, what it does, and why it does it. The final result of the comprehensive planning process is the **Comprehensive Master Plan**, a document with a broad scope that brings together all institution’s sectors and is developed based on a long-range time perspective. The Comprehensive Master Plan is constituted by four ten-year plans: The **Educational Master Plan** (which serves as guide for developing the other three plans), the **Technology Plan**, the **Facilities Plan**, and the **Staffing Plan**.

The comprehensive planning process is led by a task force that is convened for this purpose. In the taskforce, there is representation of all El Camino College constituencies so that principles of integrated planning are appropriately implemented. The task force will be responsible for determining the calendar of planning events and communicating the process to the ECC community. The comprehensive planning process involves analyzing external factors, ECC’s culture, and the perception of ECC stakeholders to identify long-term strategic themes and goals.

Strategic Planning

The strategic planning process takes place every five years and involves implementing selected aspects of the Comprehensive Master Plan. The final result of this process is the **Strategic Plan**, a document that operationalizes and articulates aspects of the four aforementioned plans (Educational Master Plan, Technology Plan, Facilities Plan, and Staffing Plan) by identifying the resources required to implement the first five years of the Comprehensive Master Plan, the responsible leads, stakeholders involved, performance indicators and targets. Within the comprehensive planning process, two strategic planning processes take place, resulting in two strategic plans, one for the first five years, and another one for the second five-year period.

The strategic planning process is also led by a task force that is convened for this purpose. In the taskforce, all El Camino College constituencies are represented so that principles of integrated planning are appropriately implemented.

Once the Strategic Plan has been developed, it is implemented through the annual planning process across all areas, units/divisions, and offices/programs of the College. After two years of implementation, the Institutional Research and Planning Office assesses the plan through previously agreed performance indicators to determine if any adaptations are needed. This evaluation process takes place one more time at the end of the implementation of the plan. The evaluation serves as a guide to develop the next Strategic Plan for the second five-year period.

A Strategic Planning task force will be responsible for determining the calendar of planning events and communicating the process to the ECC community. Based on the broad strategic themes identified as part of the comprehensive planning process, priorities and performance indicators will be identified for the first five years of the Comprehensive Plan's implementation. A five-year Strategic Plan which supports the Comprehensive Master Plan will be drafted.

Focused Planning

Focused plans revolve around cross-institutional issues which should be addressed by all levels and areas of the College. By clearly articulating the priorities around these issues, focused plans encourage coordination and participation of all areas and levels of the Institution.

Currently ECC holds four focused plans. Focused plans may change with time. Based on comprehensive and strategic planning, the College might decide adding other plans, combine two or more plans, etc. In general, focused plans have a duration of three to five years.

Equal Employment Opportunity (EEO) Plan

The EEO Plan reflects ECC's belief that taking active and vigorous steps to ensure equal employment opportunity and creating an adequate working and academic environment will foster diversity and promote excellence. The EEO Plan's immediate focus is the provision of equal employment opportunities in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Sections 53000 et seq.) and the steps the College shall take in the event of underrepresentation of monitored groups.

Enrollment Management Plan

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the College's mission to make a positive difference in people's lives. The plan attempts to ensure the following:

- Achievement of enrollment levels in order to maximize the resources available to the College to serve the greatest number of students in accordance with the College's mission.
- Maintenance of the greatest possible student access consistent with educational quality.
- A well-balanced and varied schedule, responsive to the needs of students and community, which incorporates the Guided Pathways framework and supports the Chancellor's Office Vision for Success.
- A comprehensive educational program that is responsive to the needs of ECC's students and community.

Student Equity Plan

The Student Equity Plan (SEP) was designed to advance the College's mission of providing excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. By addressing the needs of student groups that have been historically minoritized, we are embracing and pursuing the aforementioned mission. The goal is to provide diverse student groups with the tools and opportunities they need to achieve their goals.

The Student Equity Plan serves to provide basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all students. This plan helps provide the necessary tools to ensure ECC's diverse students have the same opportunity to achieve their goals.

Distance Education Plan

The Distance Education Plan is a strategic plan for the growth and improvement of fully-online and hybrid courses and program offerings at El Camino College. The plan creates a roadmap to address the needs of distance education endeavors. It integrates with the Educational Master Plan and Technology Plan of 2019 – 2022.

The goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality, equity, and service to students. To this end, the plan offers five initiatives/improvement plans:

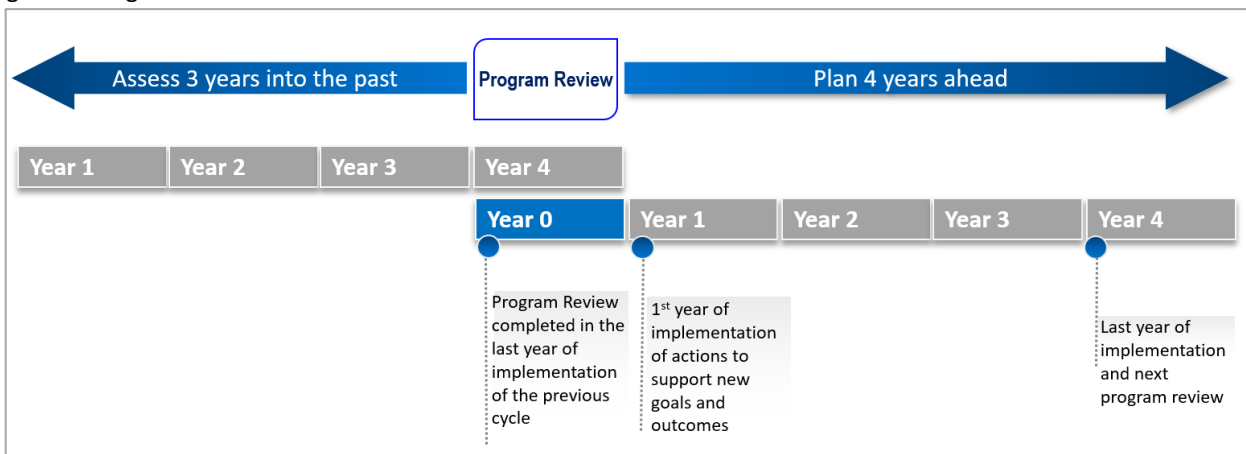
1. Development of processes and infrastructure to ensure equity and quality
2. Expand online opportunities
3. High quality instructional programming
4. Improved online course experience for all students
5. Comprehensive academic and support services

Program Review

Program Review takes place every four years (every two years for Career Education programs). Offices/programs will evaluate the progress towards achieving existing goals and outcomes by examining the work completed since the last review cycle. The review also involves looking forward to plan for the next four years, setting up new/adjusted goals and outcomes, guided by the aforementioned evaluation.

Through the program review process, each office/program has an opportunity to: 1) critically evaluate the accomplishments and services offered and 2) plan, recommending necessary changes in order to ensure that goals and outcomes are met.

Figure 3: Program Review Process



Source: Institutional Research and Planning

The administrative program review process is conducted by the administrative areas of the College (Administrative Services, Human Resources, and the President’s Office) while the *academic and student services program review processes* are carried on with a similar purpose in the Academic Affairs and Student Services areas.

The Program Review process is led by the head of the office/program under review. In the case of Academic Affairs, a faculty member assigned by the Dean will conduct the review. As a result of this process, each office/program produces a report that includes a thorough evaluation of the office/program’s effectiveness and a plan with recommendations for improvement. The plan should align with the institutional goals and the current Strategic Plan of the College. The **Program Review Report** is taken into consideration when the office/program is developing its annual plans.

Academic Program Review

In the Academic Affairs area, the academic program review process is the primary vehicle by which each academic program at the College documents its ongoing assessment and data analysis related to student metrics, scope and currency of curriculum; adequacy of instructional resources, course- and program-level learning outcomes, program’s strengths and weaknesses, and satisfaction with the overall program experience. Academic program reviews also document faculty recommendations related to program resources and/or curriculum.

The Academic Affairs area is responsible for supporting and monitoring the academic program review process. Division Deans designate particular faculty members who provide program-level leadership for completing a scheduled review in any given year. At least one SLO Facilitator is also designated to assist with the coordination of course- and program-level learning outcomes assessment for the division. SLO Facilitators help complete the assessment of student learning and program learning outcomes within program reviews.

The academic program review process represents a vital link between student learning in the classroom and the operation of the College. Program review reports are used as input when academic programs conduct annual planning.

Student Services Program Review

Similar to the Academic Program Review, the Student Services Program Review seeks to identify recommendations to ensure the Student Services area helps students succeed by meeting their educational goals. Additionally, the Student Services Program Review aims to identify services that should be discontinued because of low utilization or the service could be provided by another on-campus entity. In short, the Student Services Program Review report articulates how existing programs could be improved to better meet their goals and outcomes in an efficient way.

Based on the key student population served by each program, the Student Services Program Review process involves assessing the program's environment, strengths, and current resources, and identifying areas for improvement. This analysis allows to better understand what additional resources are needed to meet the program's goals and outcomes. Student Services Program Review reports are also used as input when Student Services programs conduct annual planning.

The Student Services area is responsible for supporting and monitoring the student services program review process.

Administrative Program Review

The Administrative Program Review process is intended to evaluate the progress towards achieving existing goals and outcomes of an office or program in the Administrative Services, Human Resources and the President's Office areas. The administrative program review also involves looking forward to plan for the next four years—setting up new/adjusted goals and outcomes, guided by the aforementioned evaluation. Through the administrative program review process, each office/program has an opportunity to: 1) critically evaluate the accomplishments and services offered and 2) plan four-year ahead, recommending necessary changes in order to ensure that goals and outcomes are met. Similar to the program review process, comprehensive review reports are used as input into the annual planning process.

Outcomes Assessment

The assessment of outcomes at ECC takes place every four years in all areas of the College within the program review process. In the case of Academic Affairs, two types of outcomes are evaluated:

- a) *Student Learning Outcomes (SLOs)*²: specific knowledge, skills, and attitudes that students are expected to demonstrate after they have completed a particular **course**.
- b) *Program Learning Outcomes (PLOs)*: specific knowledge, skills, and attitudes that students are expected to demonstrate after they have completed a particular **program of study** (specified sequence of courses or a specified series of programmed activities).

In the case of the areas of Student Services, Administrative Services, Human Resources and the President's Office, *administrative/service area outcomes (AOs/SAOs)* are evaluated. These are defined as specific knowledge, skills, abilities, and/or attitudes that students/stakeholders are expected to demonstrate as a function of their engagement with a particular College service (e.g., financial aid, counseling, cashier) beyond the College's academic disciplines.

² Academic programs also assess selected SLOs annually due to the extensive number of SLOs that each program has.

Institutional Learning Outcomes (ILOs) are defined as a general set of core competencies that students are expected to demonstrate as a function of their overall educational experience at the College. Institutional Learning Outcomes reports are presented to the Assessment of Learning Committee (ALC), which disseminates results to the campus community for their use in all planning processes.

Steps Involved in Program Review Processes

The review process consists of four steps: training, evaluation and planning, approval, and dissemination.

Training

A training workshop will be held for program reviewers before starting the process. The training will cover an orientation to the process, discussion of timelines and expectations, and answers to stakeholders' questions.

Evaluation and Planning

To start off the evaluation, program reviewers collect the necessary data to assess the progress of existing goals, objectives and outcomes, as well as student metrics and curriculum in the case of academic program review. Data may have been collected in the reviewer's office/program or in other areas of the College, or outside the institution. If the latter is the case, reviewers request the data to the relevant stakeholder. Reviewers may also have to survey stakeholders during the time they conduct the program/comprehensive review process in order to collect data that will serve assessing all the components previously mentioned. Informed by the assessment results, program reviewers start the planning process for the next four-year period. All employees working at the office/program under review should be given the opportunity to read and comment on a draft of the report prior to its submittal for the manager's review.

Approval

El Camino College has three committees that review the program review reports. One for the Area of Academic Affairs, another for the Area of Student Services, and a third one for the administrative areas of the College (Administrative Services, Human Resources, and the President's Office). Committee members review and provide feedback to the reports. Feedback is incorporated by program reviewers so that the report can be delivered to their manager. The manager will read and provide comments to the reviewer prior to approval and dissemination of the report, so that the reviewer can incorporate final adjustments. Approval is granted after adjustments have been incorporated.

Dissemination

Approved program review reports must be made available in one of the three program review websites (Academic Program Review, Student Services Program Review and Administrative Program Review). These documents should be used as input when conducting annual planning.

Annual Priority

The annual priority is a college-wide priority that is established as a focus area for any given year. In order to maximize impact each year and recognizing that resources may be limited, the College has collectively agreed to prioritize one area in its annual planning process. The annual priority is a population, condition, or element of the College to which the institution will give special attention during a specific fiscal year in order to make significant progress in one issue. All areas, units/divisions, and offices/programs should contribute in some way to the annual priority.

Annual Planning and Budgeting

The annual planning and budgeting process at ECC articulates the key aspects to be addressed within a single fiscal year by a reporting entity (area, unit/division, or office/program). These key aspects identified in the annual planning process will inform the annual budgeting process where monetary resources are articulated and prioritized to align to the goals and objectives across the institution.

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide annual planning and budgeting. The PBC ensures that the planning and budgeting are interlinked and that the process is driven by the College's mission, strategic plan, and institutional goals.

The annual planning and budgeting process begins one year ahead to plan for the following fiscal year (October through October). For example, FY2021-22 planning would begin in October 2020 and conclude by October 2021. It involves all five areas of the College (President's Office, Academic Affairs, Student Services, Administrative Services, and Human Resources) and every level within each area (programs/offices, units/divisions, and areas themselves).

Nuventive is the online planning platform where the annual planning process (including all goals, objectives, performance indicators and targets, resource needs) is documented and tracked. Goals and objectives should cascade down from the institution to areas to units/divisions and to offices/programs. The relationships between these goals and objectives are documented and mapped within *Nuventive*. As goals and objectives are cascaded down throughout the institution, performance indicators and resource needs should also be cascaded down to align the activities and resource allocation throughout the institution.

Evaluation and Planning

The annual planning process starts by evaluating institutional goals and area objectives from the last annual plan that finished its implementation year. This evaluation informs the process of updating or creating new institutional goals and targets. The evaluation of area objectives will guide the development of the area objectives for the incoming year, as well as performance indicators, and targets.

Unit-level goals and objectives from the last annual plan implementation are also evaluated. The objectives of each of the five areas of the College will orient the development of the unit-level goals and objectives for the next fiscal year. It will also inform the performance indicators and targets for the units/divisions within each area.

The goals and objectives at the office/program level are also evaluated. Similarly, the unit/division goals and objectives will guide the development of plans for the offices/programs within each unit/division. Offices/programs develop goals and objectives, performance indicators and targets, actions and resources needed to meet objectives.

This integrated annual planning process intends ensuring the College's Strategic Plan is carried out through the articulation of offices/programs, units/divisions, and areas in pursuit of ECC's institutional goals, and ultimately El Camino College's mission.

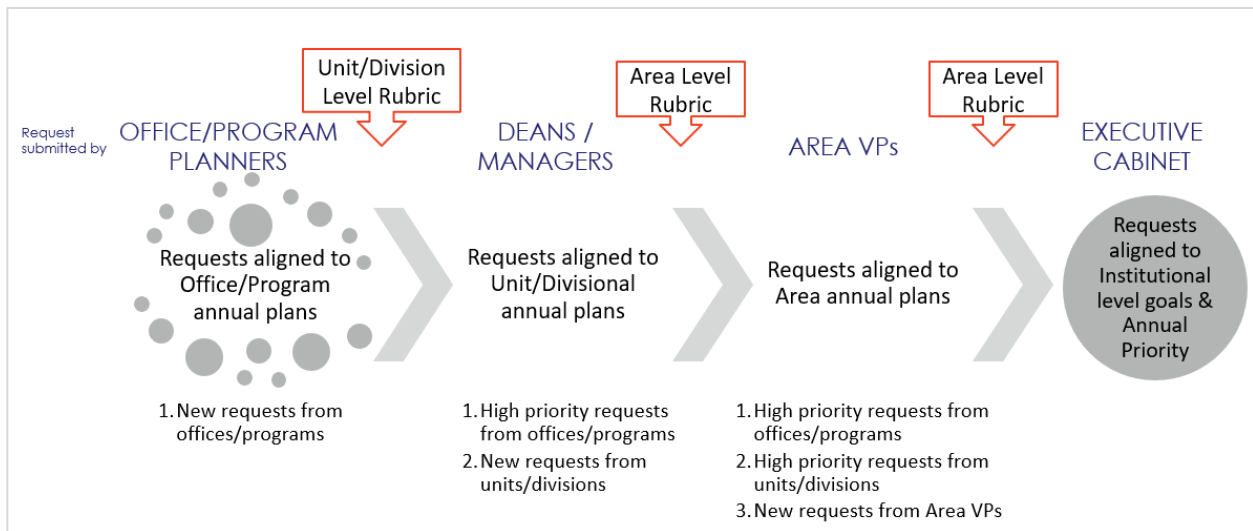
Budget Development, Prioritization and Approval

As part of the annual planning process, areas, units/divisions, and offices/programs should review their prior year's budget and actual expenditures to determine if all funds were used as budgeted. This review is the first step in developing the next year's budget. Second, planners should then review their annual plan and determine if the plan can be accomplished within the limits of the prior year budget. If not, request for augmentation of funds³ should be submitted. Requests for augmentation of funds should result from a robust planning process. New budget requests are documented in *Nuventive* and mapped to annual goals and objectives, which will help in their review and approval.

Budget prioritization rubrics will be used in various stages to review requests for the augmentation of funds. These rubrics will allow administrators to score each request as either high-priority, moderate-priority, or low-priority relative to standard criteria. The criteria used within the prioritization rubrics will ensure requests are reviewed in a consistent way and that the ranking of requests reflects priorities articulated in the various plans across the College.

First, Deans/Managers will review requests coming from the offices/programs and units/divisions under their leadership. Deans/Managers will then communicate only high-priority budget requests to Vice Presidents. Vice Presidents do likewise and bring only high-priority budget requests to Executive Cabinet.

Figure 4: Process to prioritize budget augmentation request and the application of rubrics



Source: Institutional Research and Planning

In addition, the Office of Purchasing and Risk Management will evaluate budget augmentation requests that address risks related to health, safety, and liability. Prioritization rubrics are not applied in these cases since these requests will be reviewed in light of known health, safety, and liability risks.

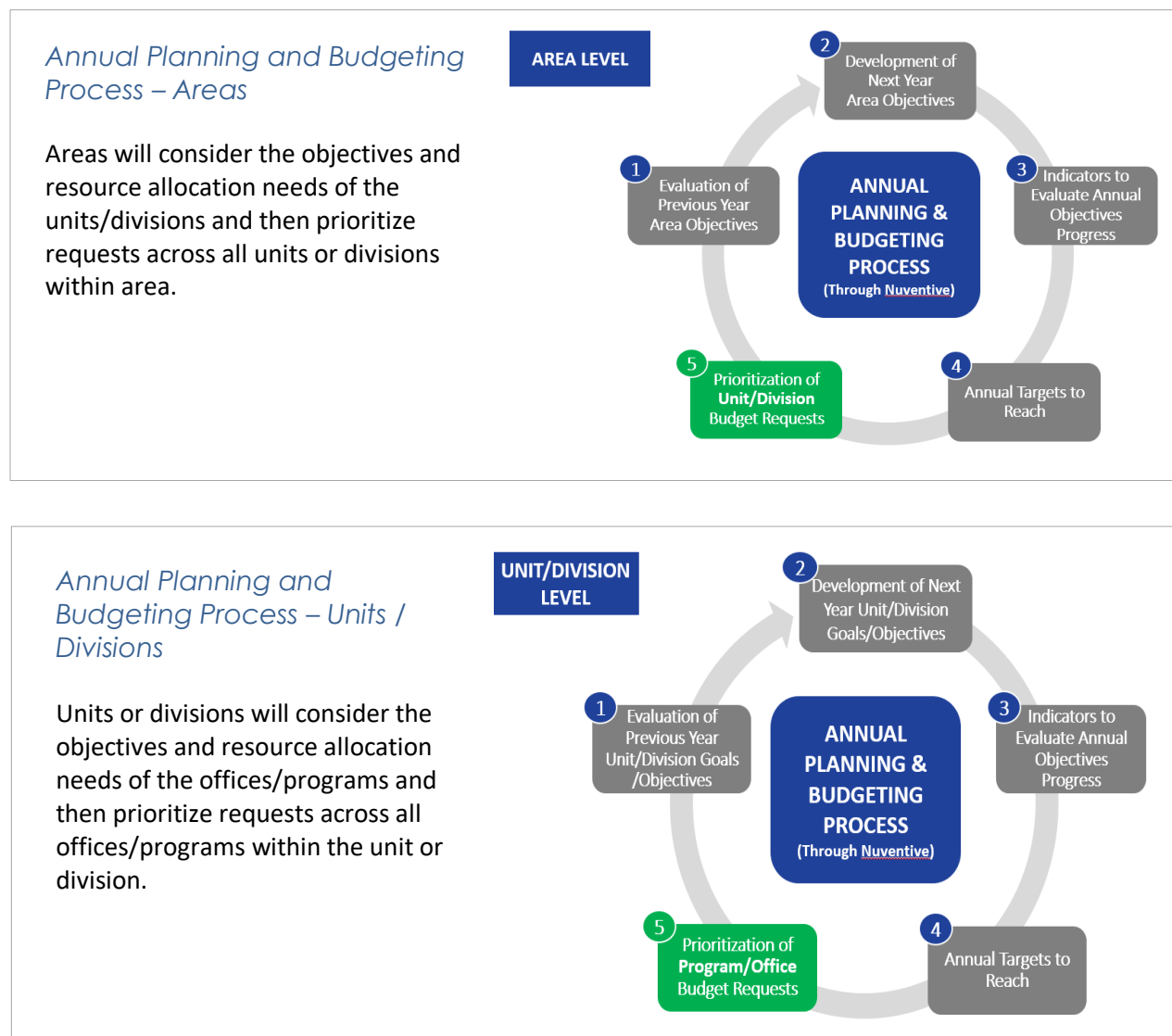
³ Budget requests mentioned in this section refer only to requests over \$5,000. Requests for \$5,000 or less will be managed by each Area Vice President by means of a discretionary fund designated to each area.

After identifying the relative priority of each request for the augmentation of funds, the Institutional Research and Planning office will run reports to bring high priority budget requests to Executive Cabinet for review and recommendation. Executive Cabinet members then will meet to discuss the highest priority budget requests as recommended by the Vice Presidents and the President for the five areas of the College, as well as health, safety and liability requests recommended by the Office of Purchasing and Risk Management.

Using an all-funds approach to the budget, The Vice President of Administrative Services provides a recommendation to Executive Cabinet about the source of funds to be used for approved budget requests. The Planning and Budget Committee reviews and discusses the Executive Cabinet’s proposal before making a recommendation to the Superintendent/President regarding the budget. Upon review and approval by the Superintendent/President, the proposed budget is presented to the Board of Trustees for final approval.

Figure 5 below illustrates the annual planning and budgeting process for each College level: area, unit/division, office/program.

Figure 5: Annual Planning and Budgeting Process: Three Levels



Annual Planning and Budgeting Process – Offices/programs

Offices/programs execute specific activities that support not only the objectives of the program, but also the objectives of the unit/division and area. As a result, resource allocation, both monetary and non-monetary, primarily occurs at the program level.



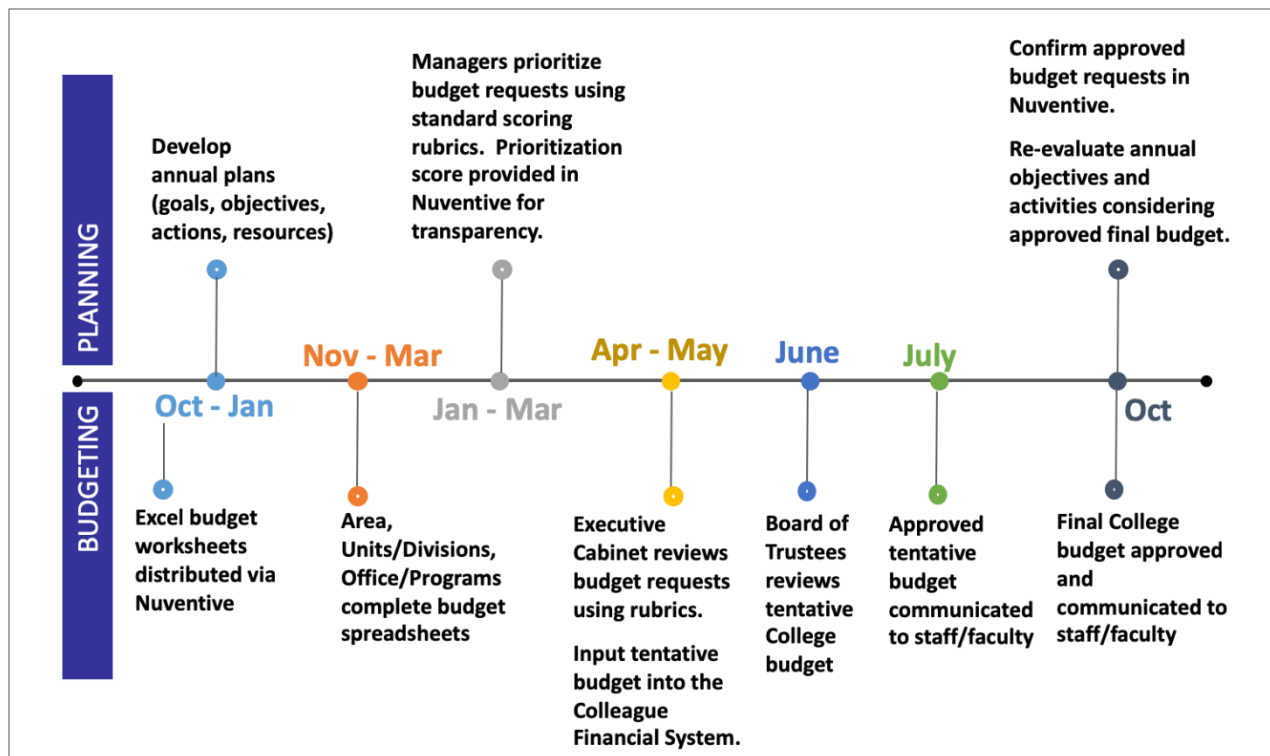
Source: Institutional Research and Planning

Approved Budgets and Implications for Annual Plans

After augmentation budget requests have been approved by the Executive Cabinet, the Superintendent/President will send a communication to the campus which informs the college community of the funded requests based on the prioritization process used in developing the budget. Further, Fiscal Services will communicate the approvals to the Vice Presidents of each area. Vice Presidents communicate to Deans, and Deans to program annual planners. Within each area, program annual planners will then enter the approvals in Nuventive so that approval or rejection of each budget request is transparent.

Once the budget has been approved in Nuventive, the areas, units/division, and offices/programs will re-evaluate the proposed activities related to each annual objective. If needed, the annual objectives and targets, and subsequent activities should be adjusted to accommodate the budget provided.

Figure 6: Annual Planning and Budgeting Calendar



Source: Institutional Research and Planning

Monitoring Achievement of El Camino College Plans

Performance indicators are critical to track the progress of plans towards an intended result. Each indicator should have a target to determine if the objective has been met.

El Camino College tracks progress of its institutional goals through two types of performance indicators: leading and lagging indicators.

Lagging indicators are used to track longer-term progress towards achieving a set of goals. They are measures associated with or expected to be observed when goals are achieved. However, they are usually difficult to measure directly in the short-term and are not easily actionable.

For El Camino College, the lagging indicators for measuring institutional goals are:

1. Degree completion
2. Certificate completion
3. Transfer to CSU or UC
4. Unit accumulation
5. Student's annual earnings
6. Student's living wage attainment
7. Job in field of study

Leading indicators are used to track the actions necessary to achieve a set of goals. They are early measures of successful change, likely moving from the current state to the first steps towards the future state.

For El Camino College, leading indicators provide information about the progress of students. They are actionable because they provide a window of opportunity for the College to act. The leading indicators for ECC's institutional goals are:

1. *Transfer-level English and Math Completion:*
Percent of students who complete Transfer-level English and Math within first year
2. *Course Withdrawal*
Percent of students who withdraw from one or more courses during the academic year
3. *Two-Term Retention*
Percent of students enrolled in Fall and following Spring
4. *30+ Units*
Percent of students completing 30+ units within first year
5. *Average Number of Degree Applicable Units*
Average number of degree applicable units earned during first year
6. *Employable Skill Attainment*
Percent of students who successfully complete a Career Education course designed to teach employable skills

The Institutional Research and Planning Office develops an annual report of institutional goals. This report includes the progress of institutional leading and lagging indicators. The report is presented to key stakeholders and widely disseminated among ECC stakeholders.

Nuventive: Planning, Monitoring and Reporting Platform

As mentioned before, Nuventive is the online planning platform where the annual planning process (including all goals, objectives, performance indicators and targets) is documented and tracked. In addition, Nuventive is used as a data management system to support learning outcomes assessment (SLOs and PLOs) and program and comprehensive reviews. Within the system, users may view different kinds of information, depending on the approved level of access. Nuventive also includes tracking and reporting features that facilitate monitoring planning and review cycles.

Committees for Planning at El Camino College

Committees provide input into the College planning processes. Recommendations developed in these committees emerge through discussion and input from all major college constituencies.

Comprehensive and Strategic Planning Task Forces

The Comprehensive and Strategic Planning Task Forces replace the Strategic Planning Committee (SPC). These task forces are formed during the comprehensive and strategic planning processes. They are responsible for determining the calendar of planning events for the comprehensive and strategic planning processes and for communicating these processes to the broader ECC community.

Planning and Budgeting Committee (PBC)

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide annual planning and budgeting. The PBC ensures that the planning and budgeting are interlinked and that the process is driven by the College's mission, strategic plan, and institutional goals.

Academic Program Review Committee

As a committee of the Academic Senate, the APRC is a faculty-driven vehicle by which policies and procedures related to the academic program review are developed and revised. The APRC is co-chaired by the Senate VP of Instructional Effectiveness and the Associate Dean of Academic Affairs. In addition to its co-chairs, the APRC is comprised of faculty from various disciplines. Given the nature of the program review process, participation on the APRC is an academic-year commitment. The role of the APRC is to ensure that the academic program review process is conducted in compliance with institutional guidelines and accreditation standards, and to work as a team to assist faculty in preparing the final program review document, providing feedback and recommendations and being available for consultations as needed.

Student Services Program Review Committee

The Student Services Program Review Committee consists of at least six members representing administrators, faculty, and classified employees. Each member serves for a term of two years, although members may opt to serve more than one consecutive term with the support of the constituency group they represent on the committee. The SSPRC reviews reports developed by program reviewers from the Student Services area. Committee members provide recommendations to these reports so that they reflect an adequate evaluation of the office/program under review.

Administrative Program Review Committee

The Administrative Program Review Committee consists of two members from each of the administrative unit areas: two representatives from the Administrative Services area, two representatives from Human Resources, and two representatives from the President's Office. It is chaired by a representative from the President's Office. The committee will offer feedback to comprehensive reviewers from the administrative offices of the Campus in the development of the comprehensive review report.

Additional Resources

For more information on ECC's planning process and to access the most recent planning documents, please visit: <https://www.elcamino.edu/about/depts/ir/planning.aspx>



El Camino College

Academic Senate Needs Your Help!

We are currently looking for faculty to serve as representatives to the following committees:

- Enrollment Management Committee
- Campus Climate Student Survey Committee

If you are interested in serving on either of these committees please contact Darcie McClelland (dmccllelland@elcamino.edu).

A big Thank You to the following faculty for serving as senate equity reps on faculty/admin hiring committees this spring.

- Analu Josephides, Nursing FT faculty
- Shane Ochoa, Administration of Justice FT faculty
- Yun Chu, Astronomy FT faculty
- Joe Hardesty, CIS FT faculty
- Mia Dobbs, Math associate dean

A few other announcements...

If you ordered packets from the copy center for students to pick up the pick up times are Wednesday, Feb 17 from 10am-4pm and 5:30pm – 7:30pm. Also, Friday, Feb 19 from 10am – 4pm. The pick up will be in Lot B off Manhattan Beach Blvd. It is strongly preferred that students drive up but there will be a booth for walk up if this isn't possible.

In response to faculty concerns about increased incidence of cheating in the remote environment, the senate is working with Greg Toya to take a more active roll on the College Academic Integrity Committee. Several faculty representatives have been added to the committee and Moses Wolfenstein has agreed to be the faculty co-chair. This committee will have it's first spring 2021 meeting on March 1. We had a ton of faculty interest in this committee but needed to limit the size in order to ensure that they are able to efficiently get their work done, so at this time the committee is full. This committee will report out to senate once they meet and develop a workplan for spring. We hope to have some tools available for faculty to use by mid-spring. In the meantime, Camila Jenkin has developed a wonderful resource that is available in Canvas Commons by searching her name or can be accessed here: <https://lor.instructure.com/resources/5214e699c07642b4b6d502f1d823f19b?shared>.

Several of our Senate VP positions will be up for election this spring (Academic Technology, Educational Policies, Faculty Development, Finance and Special Projects, and Secretary/Webmaster). If you are potentially interested in one of these roles, please contact the VP currently in that position and he or she will be happy to speak with you about the position and it's responsibilities.



El Camino College

College Council Minutes
Monday, December 21, 2020
1:30 – 2:30 p.m. Via Zoom

Attendance

Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent

Breeanna Bond, Kenny Galan

Support

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler, Erika Solorzano (POA Alternate)

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants. She reminded College Council we will not meet on January 4. The next meeting will be on the next Board day.

After review, College Council moved to approve the December 7, 2020 meeting minutes as presented.

2. Board Agenda Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 pandemic, the District will conduct the Board of Trustees meetings as audio only teleconferences. There are two dedicated email addresses for public comment - one for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

A comprehensive overview of the December 21, 2020 Board [agenda](#) was provided; including the Oath of Office, Presentations, Consent Calendar items, Action items, Future Action Items/General Information and Policies and Procedures.

The Vice Presidents highlighted Consent Calendar and Action agenda items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs
Ross Miyashiro - Student Services
Iris Ingram – Administrative Services and Measure E
Jane Miyashiro - Human Resources

Dena Maloney highlighted Community Advancement and President/Board agenda items.

3. Block Schedule

Jean Shankweiler reviewed the [proposed 3-unit blocked schedule](#). Block scheduling is an attempt to streamline the class schedule, reduce overlapping classes and reduce confusion for students. Previous attempts to create block schedules including 4- and 5-unit classes proved to be over ambitious. Creating a block schedule for 3-unit classes is a good starting point. As a result of a survey of students and faculty

members, College Hour will remain as historically scheduled. This proposed schedule allows for more time between classes for student to move from one class to another. Block scheduling is not an absolute. 4- and 5-unit classes or 4-hour lectures will not fit this grid. The goal is to try to start the classes at a grid time **or** end them at a grid time so student have the ability to maximize their class schedules. The proposed schedule has been through Academic Senate and the Council of Deans without any objections. It is a modest first step. If it works well, this kind of schedule for 4-unit classes will be created. Room efficiency is compromised when a schedules becomes too ridged. Finding a balance is the goal. The shift to online instruction, due to the pandemic, may generate the possibility of more hybrid classes when we are able to return to campus. This will allow more flexibility for this schedule.

If there are no objections from College Council, the implementation of this proposed schedule is slated for Fall 2021.

College Council has no objections with the 3-unit block scheduling. The implementation of this schedule will move forward for the Fall 2021 semester.

4. Policy Update and Policy Day Schedule

Dena Maloney provided a review of the [status of policies and procedures from the Superintendent/Presidents areas](#). The review of legally required and ageing policies and procedures are prioritized for review. Revision to some policies and procedures are being considered to address race and equity. The Vice Presidents are requested to similarly prioritize the policies and procedures in their area for review. Academic Senate is currently reviewing a number of policies and procedures and will forward them to College Council.

It is recommended a Policy Review day be schedule in spring. After discussion, March 26, 2021 was selected. An attempt to review additional policies and procedures after the Review day, during regular meetings will still be made.

Dr. Maloney will ask the Board of Trustees at tonight's Board meeting, to form a subcommittee to review policies in their area with her.

5. Adjournment

Parting remarks – Have a safe and happy holiday!

Meeting adjourned.

2020 - 21 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
 - Guided Pathways and Equity Outcomes
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impact of facilities on the student experience
 - Sustainability plan progress
 - Enrollment operations and enrollment management
 - Strategic Plan implementation and monitoring
 - Facilities Master Plan developments
 - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150

D. Maloney

Reminder only

Winter/Spring 2021 College Council Meetings

- Tuesday, January 19, 2021 (Board Day)
- Monday, February 1, 2021
- Tuesday, February 16, 2021 (Board Day)
- Monday, March 1, 2021
- Monday, March 15, 2021 (Board Day)
- Monday, April 5, 2021
- Monday, April 19, 2021 (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)



El Camino College

College Council Minutes
Tuesday, January 19, 2021
1:30 – 2:30 p.m. Via Zoom

Attendance

Breeanna Bond, Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent

Kenny Galan

Support/Presenter

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler, Loic Audusseau

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the December 21, 2020 meeting minutes as presented.

2. Board Agenda Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 pandemic, the District will conduct the Board of Trustees meetings as audio only teleconferences. There are two dedicated email addresses for public comment - one for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

An overview of the January 19, 2021 Special Board Meeting/[Brown Act Workshop presentation](#) was provided. There was also a comprehensive review of the [Regular Board of Trustees Meeting agenda](#).

The review included Closed Session items, Presentations, Consent Calendar items, Action items and Future Action Items/General Information.

Darcie McClelland summarized the pedagogy audits processes at Long Beach Community College. El Camino will use their program as a model for the pedagogy audit to be conducted in winter 2022. Instructional faculty will be asked to assess their pedagogy in terms of being culturally relevant. The program will use a cohort model similar to PRIDE. Applications will be submitted and the cohorts selected. This first cohort will be led by the design team. The intent is to have alumni of the program lead future cohorts.

The Vice Presidents highlighted Consent Calendar items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs
Ross Miyashiro - Student Services
Iris Ingram – Administrative Services and Measure E

Dena Maloney highlighted Community Advancement, President/Board agenda items and Action items

3. AP 3300 Public Records

Marc Stevens, Director of Public Information and Government Relations provided an informational [presentation on the procedure for handling requests for public records](#). The presentation included background on the California Public Records Act (CPRA), and El Camino's [Board Policy 3330](#) and [Administrative Procedure 3330](#). New language will be added to specify the Superintendent/President's designee to receive public record requests is the Public Information Officer. A single point of contact will guarantee a consistent, coordinated, timely and efficient response to those requests.

A request to add information to distinguish public records requests from subpoenas will be discussed offline. This will be brought back to College Council for review once finalized.

4. Actions in Support of SIG Recommendations

Loic Audusseau provided a [presentation on Colleague](#) (by Ellucian), El Camino's Enterprise Resource Planning (ERP) system, improvements. The presentation included background on Colleague's functionality and utilization at El Camino. The usage of Colleague by the institution has been assessed on two occasions. The assessment results, recommendations and implementation of the recommendations are detailed in the presentation. The prioritization criteria of improvements and a completion status report of the implementations were highlighted. Funding through Guided Pathways was recently secured to make significant progress on improvements in the coming weeks.

This is tremendous progress on addressing issues that have been pervasive for many years. Kudos to the ITS team. Sincere appreciation and excitement for the improved functionality of Colleague is expressed.

5. List of Topics for Spring College Council Meetings

Dr. Maloney reviewed the [list of topics for future College Council meetings](#). This living document identifies the scope of work facing College Council and will keep us on track for achieving our 2020-21 goals. It is suggested College Council meet for 90 minutes on February 16 to allow for the Board Agenda review and a presentation on Aligning Counseling with Guided Pathways.

Email any additional topics you may think of for the spring term to Dr. Maloney.

6. Adjournment

Meeting adjourned.

2020 - 21 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
 - Guided Pathways and Equity Outcomes
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impact of facilities on the student experience
 - Sustainability plan progress
 - Enrollment operations and enrollment management
 - Strategic Plan implementation and monitoring
 - Facilities Master Plan developments
 - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150 D. Maloney Reminder only

Winter/Spring 2021 College Council Meetings

- Tuesday, January 19, 2021 (Board Day)
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- Monday, April 19, 2021 (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)



El Camino College

College Council Minutes
Monday February 1, 2021
1:30 – 2:30 p.m. Via Zoom

Attendance

Breeanna Bond, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent

Giancarlo Fernandez, Kenny Galan

Support/Presenter

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler/Julieta Arámburo, Marc Stevens

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the January 19, 2021 meeting minutes as presented.

2. Accreditation Update – Action by ACCJC

Jean Shankweiler summarized the report received from the Accrediting Commission for Community and Junior Colleges (ACCJC). El Camino received reaffirmation of our accreditation for the next seven years. The Commission commended the College for its professional development, noting these efforts encourage leadership and innovation.

We received no recommendations for compliance, sanctions or warnings. There is no need for a follow up visit.

We did receive three recommendations for areas of improvement: developing a consistent approach to the analysis and use of disaggregated data, ensuring consistent regular and substantive interaction in distance education courses and enhancing the regular assessment of Board Policies.

The next report from the College will be the Midterm Report due on October 15, 2024. The institution's next comprehensive review will occur in the fall term of 2027.

Dr. Maloney sent a letter of thanks to the Chair of the visiting team for the team's peer review and hard work. Sincere appreciation is extended to Jean Shankweiler for her role as the Accreditation Liaison Officer. Great job on an extensive process!

3. Review of Revised AP 3330

Marc Stevens recapped the [presentation on AP 3330 – Public Records](#), given at the last meeting. Addition language was added to the updated procedure to differentiate a subpoena from a public records request. This was in response to comments made at the January 19 meeting.

College Council moved to approve the revisions to AP 3330 – Public Records. The procedure will be presented to the Board of Trustees as an information item at the February 16, 2021 meeting.

4. Governor's Budget Proposal/Legislative Agenda

Iris Ingram provided a [presentation on the 2021-22 State Budget proposal](#). The presentation included a recap of Spring 2020 finances and unemployment numbers, review of the current Spring 2021 projections, a snap shot of the State General Fund Budget summary, highlights of the Governor's budget proposals and those specific proposals that have an impact on community college funding. These numbers are subject to change. They are proposals from the Governor that will now move on to state legislative hearings. We will have a better idea of the final budget with the May revise.

El Camino will start to develop a budget using our last flat budget (FY 2019-20). The Chancellor's Office has created a dashboard for the Student Centered Funding Formula to help colleges project potential revenue. Fiscal Services is starting to go through the dashboard to project our allocation. Results of the analysis will be presented to the Planning and Budget Committee (PBC) and go through collegial consultation.

This proposed budget is better than anticipated. However, it will have to go through the legislative hearings.

We have started reaching out to members of our State legislature to advocate full payment of the deferrals from last year, discuss the misuse of contingencies on the COLA and note the fact the Federal Stimulus package was not known at the time when the Governor developed his proposed budget. A lot can change before we present a tentative budget to the Board in June and a final budget in September.

We are holding a Town Hall on February 18 and will review the proposed budget with the campus community.

5. Enrollment Operations and Enrollment Management

Enrollment is down state wide and down at El Camino for Spring. Community College students are most affected by the pandemic due to personal loss of employment or that of family members.

Ann O'Brien and Julieta Aramburo provided a [presentation on Spring Enrollment Marketing and Outreach](#). The presentation included the timing and messaging that has gone out to students, marketing tactics, outreach efforts and class registration and student support services offered

2,501 students have been called through increased phone banking efforts. A number of students have expressed online instruction is very challenging and to please call back when we are back on campus. To continue to support students, we should refer them to the Virtual Information Desk and share the numerous resources available to them.

The human touch is also critical. We should try to personally reach out and encourage any struggling students we may know to continue with their education, connect with their peers and provide motivation and inspiration. In this remote environment, the phone calls are the best means to provide this personal outreach. The calls being made are very intentional.

The Virtual College Night increased the number of South Bay Promise applications received for next year. The applications numbers are lower compared to last year. Acceptance letter will be sent earlier this year to give the students early confirmation of their status at the college.

Regularly scheduled virtual orientations are being offered to assist new students enrolling in the fall and are also being utilized by students currently enrolling in spring.

The Fire Academy is fully enrolled for spring. Police Academy is at about 85%. EMT programs are full as well.

The impact of limited Industry and Tech courses and conditioning and activity courses through Athletics is affecting enrollment.

Availability of the vaccine may help enrollment for fall.

During these difficult times our compassion is so important to our students. Offering specific tangible support resources is what is needed. Everyone's work is greatly appreciated.

6. Adjournment

Parting remarks:

- Next meeting is February 16. Board Review and Guided Pathways alignment with Counseling are on the agenda. Dipte Patel and Kristina Martinez will lead the conversation.
- Guided Pathways Winter Summit is scheduled on February 9 from 10am-2pm.
- Professional Development Day is February 10 along with the Tenure Reception scheduled at 12:30pm

Meeting adjourned.

2020 - 21 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
 - Guided Pathways and Equity Outcomes
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impact of facilities on the student experience
 - Sustainability plan progress
 - Enrollment operations and enrollment management
 - Strategic Plan implementation and monitoring
 - Facilities Master Plan developments
 - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150

D. Maloney

Reminder only

Winter/Spring 2021 College Council Meetings

- Tuesday, January 19, 2021 (Board Day)
- Monday, February 1, 2021
- Tuesday, February 16, 2021 (Board Day)
- Monday, March 1, 2021
- Monday, March 15, 2021 (Board Day)
- Friday, March 26, 2021 (Policy Review Day)
- Monday, April 5, 2021
- Monday, April 19, 2021 (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)