



Academic Senate of El Camino College 2019-2020

April 7, 2020

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

Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday April 7, 2020 in Facilities Building Conference Room

3400 Manhattan Beach Blvd., Torrance, CA 90506

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-16
C. Officer Reports	17-20
a. President – Darcie McClelland	
b. Chair, Curriculum – Janet Young	
c. VP Educational Policies – Darcie McClelland	21-22
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	23
D. 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	
E. Unfinished Business:	24
a. Accreditation Institutional Self Report 2 nd Reading and vote- Jean Shankweiler and Claudia Stripe	25-34
b. AP 4300, Field Trips and Excursions, 2nd Reading and vote- Darcie McClelland	
F. New Business:	35-56
a. Making Decisions Guide 1 st Reading- Darcie McClelland and Pete Marcoux	57-60
b. Resolution in support of Pass/No Pass grading 1 st Reading- Darcie McClelland	61
c. Resolution in support of Spring 2020 Semester extension for programs requiring in person hours to complete 1 st Reading- Darcie McClelland	
d. BP/AP 4025, Philosophy for Associate Degree and General Education 1 st Reading- Darcie McClelland	62-66
G. Information Items – Discussion	
a. Officer Elections: Call for Nominations- Pete Marcoux	
b. Block scheduling- Jean Shankweiler	67-70
H. Future Agenda Items:	
a. Low Cost Course Designation	
b. Elections	
c. AP 5203, Lactation Accommodations	
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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April 7, 2020

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Zoom information for Academic Senate Meeting 4/7/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/285552191>

Or iPhone one-tap (US Toll): +16699006833,285552191# or +13462487799,285552191#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 285 552 191

As the Zoom format is new for many of us, we ask that everyone please keep in mind the following points of 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.
- 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, April 7. In the subject line, please put Academic Senate Meeting 4/7 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



Academic Senate of El Camino College 2019-2020

March 3, 2020

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

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

Part-Time (One-year terms)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Fine Arts

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

Mathematical Sciences

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

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Hong Herrera-Thomas 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

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

Natural Sciences

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

Business

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

Humanities

Sean Donnell 21/22
Brent Isaacs 21/22
Elayne Kelley 21/22
Pete Marcoux^{*} 21/22
Anna Mavromati 21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization
Jennifer Lopez
President/ Superintendent
Dena Maloney

Counseling

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

Industry & Technology

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

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT
Institutional Research
Josh Rosales

Library Learning Resources

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

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

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

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

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

SENATE COMMITTEES:

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

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

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

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

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

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

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

CAMPUS COMMITTEES:

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

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

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, 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: Art Leible & 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: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

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

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

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

Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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 (1 Year)

- Karl Striepe
- Alt: Mayra Ochoa

Behavioral & Social Sciences

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

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Fine Arts

- Ali Ahmadpour
- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Kevin Degnan
- Sean Donnell
- Brent Isaacs
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Ronald Martinez
- Oscar Villareal

Natural Sciences

- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Sanda Oswald
- Shanna Potter
- Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Jwan Amin
- Robin Driezler
- Coleen Maldonado
- Izack Saucedo

Excused: J. Hardesty, D. Meek, T. Granger

ACADEMIC SENATE MINUTES

March 3, 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 second Academic Senate meeting of the spring 2020 semester to order on March 3rd at 12:33 p.m.

B. APPROVAL OF MINUTES (p. 5-12)

DM: See pgs. 5-12 of the packet for minutes from the February 18 meeting. P. Marcoux motioned, S. Bray seconded. Minutes were approved as presented.

Dean's Representative: Robin Dreizler, Dean of Enrollment Services

D. McClelland: I would like to introduce today's Deans Rep for the Senate meeting, Robin Dreizler.

R. Dreizler: I oversee Admissions and Records, Outreach, Financial Aid, International Student Program, and new Warrior Welcome Center. I will either dispel or confirm any rumors that you might have heard and that is yes, a high school in our district was named after my mother so you may be seeing or hearing of students who attended Dreizler Continuation School. She's been an icon in the South Bay for 50+ years and was recognized recently by Redondo Beach School District and the continuation school there was re-named after her; she turns 94 this year. Thank you.

C. OFFICER REPORTS

a. President – Darcie McClelland

DM: Please read through the page in the packet that tells about the committees we are recruiting for. I need some people to help out. I put some longer descriptions in the packet and when they meet, if I know.

- Need people to help out for the following committees:
 - AIMS Team
 - One full-time faculty member who is willing to serve on the AIMS team. They meet the 2nd and 4th Wednesday of the month from 3:00-4:30pm. Ideally, we are looking for someone who will be willing to serve long term (multiple years) to be part of a team of administrators, faculty, and classified staff who are working together to help our students who are experiencing difficult times. You would be a permanent member of AIMS team.
 - Safety Committee
 - Looking for someone who preferably teaches at night because a lot of our safety issues come up at night. It's only once a month. They meet the 2nd Wednesday of the month from 8:30-9:30am. This committee makes recommendations to the President about what can/should be done to improve safety and help students, faculty, and staff feel safe on campus.
 - Associate Degree Task Force
 - Looking for one person from each division other than Math and Humanities, which we already have covered.

- This task force will meet as needed to make recommendations to Senate and Council of Deans regarding various aspects of the Associate's Degree such as the 12 unit residency requirement, math competency, ADTs and IGETC, and AP 4100, Graduation Requirements.
- First meeting is Thursday March 26 from 1-2. Will work around committee schedules for future meetings
- Chaired by Amy Grant, Dean of Natural Sciences
- Noncredit Workgroup
 - Forming at the moment
 - Have asked Shauna Potter from Chemistry to be faculty co-chair and she has agreed
 - Dr. Shankweiler is working on getting Dean co-chair for that committee, Scott Kushigemachi from Humanities is being confirmed
 - Will make recommendations to the Senate and Administrators on a noncredit program at ECC. Meeting dates/times are TBA.
 - Dr. Shankweiler is working with VP Ross Miyashiro and Jane Miyashiro to put together a job description, they are going to be hiring someone to work on this, whose permanent job it is to do this. This committee is really going to work with this person to make recommendations to shape noncredit in our campus.
- If you want your voice to be heard and want to be part of these committees, please let me know via email.
- Active shooter drill for this year on 5th Thursday, March 19th at 9:40-9:50 and 7:10-7:20 in evening. Please be aware, please let your colleagues know. If you have exam that day, you may need to make some adjustments.
- Any questions, comments? If you don't want to personally serve on committees, talk to your colleagues in your divisions and let them know because we need people for each

b. Chair, Curriculum – Janet Young

No report

c. VP Educational Policies – Darcie McClelland

No report right now because we have lengthy AP

d. VP Faculty Development – Stacey Allen

S. Allen: Minutes for last meeting are in packet.

D. McClelland: I apologize about the lack of the page numbers. I work from home on Friday because I was sick and my laptop has a glitch that I can't get the page numbers on. I apologize.

SA: That's okay.

- A lot of opportunities to earn flex credit in month of March. March is Women's History month and we have a lot of activities planned
 - Beginning tomorrow Women's Health Workshop sponsored by Wellness Warriors
 - Faculty Book Club will meet on 3/19 1pm in Library West Basement
 - Facilitated by our very own Claudia and Analu, who are using a series of articles this year instead of a book: on crossing borders in higher education

e. VP Finance – Josh Troesh

- The President and Vice President of Administrative Services are having a town hall to go over the budget. If any of you are interested, please attend.
- Another thing that came up in Planning and Budget Committee meeting: there is going to be a change to program review timelines. The thing that I expressed in meeting, that we need to be prepared for: a lot of our programs have external bodies with their own deadlines and own schedule for doing things. Program Review is integrated with that external body. All of you can go back to your divisions and ask about those deadlines and timelines are of external bodies. Please let Kevin and I know. If we don't do that, there are one of 2 possible outcomes:
 - Either faculty in that program will do twice the work, or
 - Kevin will need to do twice the work trying to figure out how to re-do everything to make it work
 - Please go back to faculty and ask about deadlines and timelines so Kevin has a big picture
 - K. Degnan: Let me know by end of the semester. If I can just be aware of program external deadlines

f. VP Academic Technology – Pete Marcoux

- Conference is a week from Friday on March 13th from 8:30-2
 - Keynote from Canvas, who will show us what is coming down the pike
 - A bunch of great workshops from OER, Google, and GP
 - Unique this year is we invited students. We haven't had any register yet. Goal is 10. If you know any students who are interested, there is a link in email I sent out this morning
 - We provide coffee and pastries in the morning, lunch in afternoon, and raffle items for those who stay until the end
 - Questions about conferences?
 - E. Kelley: how do students register? PM: Link in email I sent, faculty register in Cornerstone.
- Sad news: Thurman Brown resigned from college. He was supervisor of all the techs, he bought a lot of the hardware on campus. He's going to leave a big gap, great guy to work with. Sad to see him go.
- Chief tech officer has also resigned, I believe that position has been board approved. So they've got a couple of big gaps. Be patient with ITS.

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

- This is in some ways an echo from last meeting
- Fall 2019 SLO reports due to be entered in Nuventive by March 6th
- Fall 2019 PLO reports due to be entered in Nuventive by March 20th
- Workshop to enter SLO & PLO reports in Nuventive on March 5th in LIB 19 2:30-3:30p
 - Encourage faculty to attend workshop. One of the things from SLO survey was that faculty wanted to get more training on SLOs so this is the workshop!
- Big thing to be aware of, as a campus, we will be updating SLO and PLO assessment timelines for 2020-2024, something we have to do every four years or so
 - In order to keep us rolling for accreditation and best practices, I will be sending out some digital worksheets to SLO facilitators for each division and carry those forth to dept meetings and assembling teams to say what you to do for SLO assessment
 - Anticipating questions like can we do what we have been doing? The answer is yes but we don't have mechanism. It's a good idea because minds have changed about how they want to assess things, maybe

they want to assess multiple SLOs one semester, or just one, or stagger things. We will need those worksheets back in in late April/May. Will be coming to division facilitators this week.

- J. Troesh: Can you put a link directly to where current timeline is on the website so people can pull up current timeline? This is where all of them are housed. KD: Yes, that we can. JT: People can find their own individual ones. A lot of faculty have forgotten this is on the website and might make it easier.
- T. Lau: Is it possible to put in request to put in a Nuventive link in A-Z index? In order to find Nuventive, you have to look under TracDat, can we make one for Nuventive under "N"? KD: Yes. That's a good point.

D. McClelland: One other thing that came up yesterday at College Council, president asked me to talk about:

- Maybe you saw the email that came out yesterday about awareness about coronavirus
- Campus is forming taskforce that is going to be proactive about if we were to have a problem about coronavirus on our campus, what do we need to do to prepare for it, what procedures would we need should the campus have to close
- President asked me to announce that there have been no cases of the virus in the South Bay and no cases on campus. Urge people for now don't panic, practice good hygiene. As scientist, you are significantly more likely to die of flu than coronavirus still. Please urge your students and others: don't freak out, practice good hygiene, and go about your normal life, and yes they still need to come to class.
- Should there be a problem, there is taskforce that is going to form in the next week, have 2 faculty members: one a sociologist and one a microbiologist to give input on how we need to be prepared. That is coming, we are on it. Other key people: Susan Nilles from Health Center, Chief Trevis, several administrators. We are aware, the President is concerned, she is preparing for it, but as of right now really nothing to worry about on campus. Please encourage people not to panic and to resume.
- P. Marcoux: put your stuff on Canvas
- R. Miyashiro: that is exactly the message within the federal government briefing and that is exactly what they said, have alternative way of delivering instruction because you don't want any student who is infected coming to your class to fail

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

D. McClelland: Jean Shankweiler is away on college business and her main thing is accreditation, and Claudia has own agenda item coming up, so no report today.

b. ECC VP of Student Services – Ross Miyashiro

- Enrollment is really well this spring. We are 56 FTES away from our goal and we haven't counted dual enrollment, we haven't counted positive attendance, and we are actually still adding some late adds, we had glitch in system, we are rectifying on student side to get them into classes if they were trying to use add code late in term. We are hoping that for second term in a row to meet our goal for enrollment
- For Fall, President wants to grow promise program. Will be targeting population of minimum 1200. Dean Dreizler set maximum 1500. That is our target for Promise. People ask me how large should promise be? My answer always is that in future any student should be in promise program at El Camino College. That's give or take 6000 students. We are going to add 2 more cohorts in Fall

c. Distance Education Advisory Committee-Mary McMillan

- M. McMillan: One primary announcement is that the department and committee is no longer called Distance Ed. For multiple reasons:
 - To distinguish a little more from Dual Enrollment, also DE.
 - Goal is changed. It is no longer just supporting classes teaching in distance education program. But also classes that are using Canvas as a platform and using technology in teaching. New department and new committee is Online and Digital Education, ODE.

E. UNFINISHED BUSINESS:

None.

F. NEW BUSINESS:

a. Accreditation Institutional Self Assessment 1st Reading-Claudia Striepe

C. Striepe: standing in for Jean who is away right now.

- We are in a good place. The document is largely finished. Considering everything, unexpected departures of Rory and Linda Clowers and Art Liebel, considering all that, we feel pretty confident about it.
- Document today is on website: elcamino.edu/accreditation. Please look at that
- Last semester, we had forms for individual standards. This semester we are moving into last public forum Thursday at 1pm. We are into consultation period now. This is our first reading in Academic Senate. We will have another reading on April 7th, and going to Council of Deans, PBC, etc. We are looking at entire document, which has history, data, improvements or updates since 2016 accreditation, commission policies, and so on, the four standards, and QFE. QFE is new, stands for Quality Focus Essay. We look for a project or two whereby we strengthen or improve our institutional effectiveness. We are focusing on looking at SLOs in some select areas, tightening that up, looking at new procedures. And also looking at PLOs that may come about new pathways/metamajors.
- We will report out on the progress of those projects until next accreditation cycle. Please read through document that are posted on accreditation page. We are looking mainly for content suggestions. We have fabulous Alison Carr from Humanities. She will take all the input that we get from consultation bodies and you will get more and more updates. Formatting don't worry too much about that. We are pretty confident we have a good document. Hopefully we'll see you on Thursday, otherwise, read it through before April 7th second reading
- DM: anything for Claudia today?
- J. Troesh: Claudia kind of glossed over this but there were two co-chairs for accreditation, faculty co-chair and management co-chair, that run everything in accreditation. She went through some names of people who left without really anyone understanding what that meant. Claudia was faculty person and Rory was the other person, left, leaving Claudia by herself. Then Linda stepped in to replace Rory, and left Claudia by herself. So Claudia did an amazing job! [applause]
- DM: We purposely did not put the second reading on the next agenda. You have a month to look at this document because it is 125 pages. If you have anything specifically addressed in depth, please send me an email before next meeting so I can let Claudia and Dr. Shankweiler know that we want them to dive into this particular section or question. Find a day in next month when you can take a look. Please be diligent about it if you want input.
- P Marcoux: Academic Senate President has to sign

b. AP 4300, Field Trips and Excursions, 1st Reading- Darcie McClelland

- D. McClelland: this is fairly long. Ed policies went through this with fine tooth comb. We think we have a policy that makes sense, is consistent throughout and gives clear direction if you are planning a field trip or excursion.
 - Field trip: plan as an activity as part of your academic course
 - Excursion: something outside the classroom, e.g., Transfer Center NorCal college tour. It is a college-sponsored trip, that is an excursion
 - Alternative class sites: when you have your class meet elsewhere for number of periods. Where student arrange their own transportation. In your scheduled class time versus field trip which can be anytime
- General Principles that faculty and students should be aware of, liability, accommodations for students with documented disabilities
 - One of the things we added, we heard from our student services colleagues—if a student signs up for an activity that day and they are in a wheelchair—we can accommodate them on campus, but if going somewhere else, it is a lot to ask that organization hosting the field trip or excursion without any notice, to accommodate the student. So we decided on 10 day notice to make sure we can prepare and have accommodation they need
- If field trip is going to cost money or problem where undocumented students cannot attend, you must allow students to do alternative assignment.
- Must let appropriate people know about field trip or excursion. Contact academic dean or appropriate person in student services; athletics has their own way of reporting trips
- You must provide notice to students that there is going to be a field trip, let them know on syllabus and if it is going to cost money. If it is at a weird time, you need to let them know
- P. Marcoux: just a field trip, or excursions?
 - DM: Only for required field trips
- J. Baranski: I have a question about the required excursions, field trips. Can they be at times when they conflict with students' other class? And in those cases, who has priority for that student? I have consistent problem in my night class where the comm dept requires these events at Marsee. Student says I have to go, show me paperwork, and what about my class? There is this question about conflicts, who gets that student?
 - DM: We will be looking at this at Council of Deans on Thursday. I'm going to ask that question, I don't have answer, I'm going to ask because that happens in my night class, too.
- A. Ahmadpour: if a faculty member makes themselves available to students and you don't have to, is that a field trip? How do we deal with this?
 - DM: my understanding on definition of a field trip is that is required. If you require students to go, then you have to submit paperwork. My understanding, and I can check and make sure on this, if you do something like *I'm going to be at x place on this day at this time, if you would like to join me here, that's great, arrange your own transportation and be here, but if you don't want to, that's fine, no points associated*, then you don't have to
 - AA: my understanding of field trip, even if not required, if you do collectively as an entire class. But if student can go to museum at any time. In case if you need help, I will be there on Friday. So is that a field trip?
 - DM: If they can go whenever they want, that would not be a field trip.
 - AA: I will be more direct and honest. Most students do not have money to go to a museum. But as teacher, I can waive fee for students who cannot afford it. If you can be there on Friday, you can come and get a code and you don't have to pay. How do we deal with that?
 - R. Miyashiro: I can answer all the questions. For the question-which has precedent? Legally, a class has precedent over field trip. As Darcie just said, faculty member must come up with an alternative if the field

trip conflicts with a class they are enrolled in. If it costs, there has to be a legal non-cost alternative or else you won't meet the code law. It gets down to discrimination clause.

- AA: how does that relate to what I asked?
- RM: I answered the other question first. If it is an assignment, it's an assignment not a field trip. You are not providing transportation. Those assignments should also be based on alternatives for noncost. You can't say, *go when you want but you have to go see wicked*, a lot of people can't afford to go see Wicked. You would have to have an alternative to that
- DM: Ali, in answer to your question, if you want it to be a field trip, you would have to require it as part of curriculum and give proper notice. You have option to do that. But if you do not require it and give proper notice, then it is not technically considered a field trip, just an assignment
- J. Bryant: We have question about concerts- when it comes down to a concert/show, it conflicts with a class. It's not an excursion or field trip, but creates conflict. I understand students have to be in class, but can instructor reasonably allow...
 - DM: as long as student can bring some kind of documentation. It is up to the discretion of faculty member whose class is assigned at that time. We would hope that all of our faculty members would be open to allowing their students to do the other things with you. But we can't require it
- J. Troesh: a couple of things to make sure we don't get bit in the butt in the future.
 - Under general principles A, specify field trips
 - Under B, recommend adding the word reasonable. For every *reasonable* effort to match ADA language
 - For C, specify option for alternative but provide notice prior to the field trip; not ask for alternative assignment after the fact weeks later. Does that sound reasonable?
 - RM: When I taught, I had preferred field trip and several alternatives. I haven't taught since the 90s, though, I would have the preferred field trip and several alternatives
 - JT: the idea is that you want to have in document that you can't retroactively ask for alternative assignment, or add in syllabus
 - RM: You're right, I would highly recommend to add this to syllabus to protect faculty member from any future complaints from the student
 - S. Potter: be careful and mindful of emergencies
 - RM: You're talking about an exceptional provision. Everything we do has exceptional provision, even in admin regulations. Even in A&R. In Title 5, there is an explanation of it
- DM: The appropriate VP must approve field trips -changed from 50 to 20 miles. If you don't have reliable transportation, and trying to take a bus 40 miles out, that is not reasonable. More than 20 miles, should be approved
- JT: Shouldn't district provide transportation for all field trips? There should be zero need for transportation.
- P. Marcoux: that should say all excursions
- DM: Ok, got it. Dr. Shankweiler specifically asked to change this.
- S. Bray: In A2, wouldn't that be field trips, excursions, and alternative class sites
- DM: I agree with Seranda's comment, this should also be under alternative class sites.
- S. Donnell: 20 miles according to?
- P. Marcoux: According to Google
- C. Brewer Smith: What I'm hearing is that mileage will determine whether it is a field trip or excursion?
- DM: No.
- JT: If we are taking students more than 20 miles, has to be approved
- PM: if it's a field trip, district must provide transportation
- CBS: you have to provide alternate assignment for excursion

- DM: For any of them, you need to provide alternate assignment, either a field trip or excursion. If there is a reasonable reason why student cannot go on that trip, you need to provide an alternative assignment
- SD: a couple of years ago, took students to SJ to a conference. I drove a vehicle from here--Is that field trip or excursion? So in some cases, excursions can provide transportation.
 - DM: Excursion. Yes, so excursions doesn't mean transportation can't be provided
 - Anything as part of club, student group, or student services group, that is an excursion. Only considered field trip if it is part of an academic class
- AA: If district does not provide transportation, then it is not a field trip
 - DM: yes
- PM: Joe Holliday every Fall has class that is written in course outline that they go camping. That is a field trip, uses school vans. FYE has excursions to HomeBoy Industries. Not part of class but transportation is provided by FYE
- AA: bottom line, if transportation is not required, not a field trip.
- DM: it is an alternative class site. If students have to provide their own transportation, it is an alternative class site
- JT: One last point. Did we define undocumented student? Everyone knows what that means, but there is no legal definition or term. Is that provided anywhere?
- RM: We have a running definition, a committee.
- DM: This is a CCLC template. For instance, if you take a group of students to San Diego, you should be sensitive that undocumented students that can't go on your trip to San Diego and must provide them with an alternative
- RM: But C is referring to financials, why would it matter if they are undocumented or documented financially? I can see if they are crossing the border.
- DM: CCLC template specifically calls out if a student can't attend if they are undocumented students. We added students who have financial issues. Because it came up in ed policies and felt it was necessary. These are two different things. I can change that.
- R. Diaz: Can I add, one population to take into consideration is formerly incarcerated students, who may have challenges for field trips depending on location
- DM: I will change to say any students who have difficulty...let me think about the wording, I will make a note to reword this bullet point
- P. Lau: is it true that we cannot ask student about their documentation status, and that undocumented students do not have to disclose?
- PM: Let's add faculty are required to provide an alternative assignment to students who have difficulty, something like that
- DM: I will work on this to make inclusive and broad. We will bring for second reading
- PM: Study abroad has nothing to do with this
- DM: No, that is a separate policy
- AA: One more thing. Those who are underage, sometimes we have students who are under 18
- DM: please read it over and let me know if there are comments or concerns
- PM: Please share with colleagues who have field trips, excursions, or alternate sites

G. INFORMATION ITEMS – DISCUSSION

a. Career and Technical Education – Adriana Estrada

D. McClelland: Adriana is sick and asked for me to move her presentation to our next meeting.

b. NASA Student Project – Edwin Ambrosio

D. McClelland: You may have noticed that we started having some presentations at Senate about cool things our faculty are doing on campus, and so I gave it a name, Celebrating Success. Our celebrating success story today is about NASA project that Edwin has been leading for some of our students. He's going to tell you about it.

- E. Ambrosio: Good afternoon, folks. My name is Edwin. Darcie asked me to start talking about good things
- One of the things I did was to be part of NASA competition. To give you background,
 - NASA has MUREP, Minority University Research and Education Project
 - Provides financial assistance via competitive awards to Minority Serving Institutions, or MSIs
- What MUREP does is assists faculty and students in research and providing authentic STEM engagement related to NASA missions
- Competition that they formed last year is MUREP Innovation and Tech Transfer Idea Competition, or MITTIC
 - What commercial applications can we find for this intellectual property?
 - We had a few students from all different walks, primary team members and additional contributors, including Josh who helped us greatly with our financial plan and viability
- What they asked us to do back in October 2018 was to submit concept paper to NASA
 - Our concept paper got approved in Nov 2018
 - In mid March 2019: competition at JSC, in
 - April
- We competed against Fullerton College and 8 other 4 year universities
- Essentially, 3 components to this:
 - Business Plan
 - Poster Board
 - "Space Tank" Presentation
 - If you've ever watched shark tank, you have this panel that criticizes your idea
- What we ended up doing: Wireless Access Points (WAP), because not so great at ECC
 - Issues?
 - Needs power
 - Stationary in certain location
- So NASA came up with Portable Wireless Signal Booster (PWSB)
- Originally, very ideal: bring municipal wifi for underserved communities, and that is still the bigger goal for this project
- Eventually, selected as one of 10 teams. Toured Johnson space center
- On presentation day, there was poster board and oral presentation in front of panelists including someone from NASA, from a start up, a VP from Dell Innovation Dept.
- And we won the competition [applause]
- All the work that we all put in as professors, it works, I promise. We defeated Fullerton College and other 4 year colleges. When it comes to hard work you all put in, you just never know where you are planting seeds, they don't just write English papers and scientific research by themselves. It is all of you who put in the work and create a winning team
- After that, took trip to Ames Research Center in Silicon Valley. Looked at vertical motion simulator and super computer, quantum computer
- In addition, got to connect with LI, tour of Google X, and Renault Nissan Mitsubishi

- Team oxE1Co is currently forming a start up company!! Story to be continued, stay tuned, we are working on it to be viable
- J. Troesh: Let me say, the target market. This could be a very significant company. While you might not see it on billboards, it can be a very significant company nationwide and life changing to these students
- EA: will make a difference in your laptops, cell phones, going camping and you have no signal, add a boost to get you out of there, so targeting different markets like that. A few of them went through an internship last summer to gain knowledge about forming a start up and working on business aspect
- JT: this man will be responsible for a few millionaires
- EA: none of which will be me. And of course, Josh. Thank you for your time

DM: I really enjoyed learning about that. If you know anyone, send them that way. Motion to adjourn. Motioned by S. Donnell, seconded by C. Striepe.

H. FUTURE AGENDA ITEMS:

- a. Low Cost Course Designation
- b. AP 5230, Lactation Accommodations
- c. SEA Plan
- d. Elections

I. PUBLIC COMMENT

None.

J. ADJOURN

The meeting adjourned at 1:42 pm
RD/ECC Spring 2020



El Camino College

College Council Minutes
Tuesday February 18, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Edith Gutierrez, Kelsey Iino, Urwa Kainat, Rose Mahowald, Dena Maloney, Debbie Turano

Absent

Kenny Galan, Darcie McClelland

Support/Alternates

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

Presenters/Guests

Viviana Unda, Lillian Justice

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney welcomed members of College Council and opened the meeting.

After review, the minutes from the February 3, 2019 meeting were approved.

2. Board Agenda Review

A comprehensive overview of the February 18, 2020 Board [agenda](#) was provided including the Presentations, Consent Calendar items, Action items and Policies and Procedures. It was noted, Trustee Numark would be absent and Trustee Brown would have to leave at 6:15pm.

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

Dr. Jean Shankweiler - Academic Affairs

Ross Miyashiro - Student Services

Iris Ingram – Administrative Services and Measure E. Iris also provided an overview of the El Camino Bond Funded Building Program Update presentation

Jane Miyashiro - Human Resources

Ann O'Brien – Provided an overview the Strategic Enrollment Management presentation.

Discussion:

- High touch efforts to get students through the pipeline to applications, (College tours, application workshops, orientations, financial workshops etc.) have been significantly increased from past years.
- Why is there such a gap from applicants received to students enrolled? It may be due to those who apply to community colleges as a backup if not accepted to four-year institutions. Additionally, there are two high-school districts, and a third district anticipated, that make it a policy to have their students apply to El Camino College. Specialized messaging could be effective with this population to encourage attendance to El Camino to provide transfer opportunities and advantages.
- The marketing firms are imperative to provide research and strategies to target Working and Millennial learners.

- Would curriculum changes be considered to accommodate Working and Millennial learners? 16-week classes would be offered as six-week hybrid classes (in person and online instruction). This provides the opportunity to take multiple classes within the same time frame. These hybrid courses, taken every six weeks, would produce the same amount of units as taking 16-week courses. Retail Management certificate and ADT Business Administration programs utilize the hybrid class model.
- The existing Enrollment Management committee (Deans and students), should be thinking about the packaging of the curriculum. The outreach messaging to new demographics will be handled by the newly formed Enrollment Operations committee (Marketing & Communications and Robin Dreizler).
- CalWorks dedicated one staff member to make calls to 120 students who did not reenroll from Fall to Spring 2020. 70 students reenrolled after the personal outreach.
- Culturally responsive teaching is critical for retention. Trends in retention should also be identified.

Dr. Maloney provided overviews on all Action items. It will be recommended Action item 14.1 Stamats and Interact Contract Approvals, be moved up on the agenda, immediately following the presentation. It will also be recommended that Item 16.1 - Board Policy 1200, be tabled to the next Board meeting to improve the language on the policy.

3. [Climate Survey Progress Update Presentation](#)

Viviana Unda presented an overview of the updates on the actions taken to improve campus and campus life in response to the results of the 2018 Climate Survey completed by students and employees.

Side Note: An update on the implementation of the Sustainability Plan is slated for May. All districts have been asked by the Chancellor's Office to suggest to their boards, they pass Sustainability resolutions.

4. [College Council Self Evaluation Presentation](#)

Viviana Unda presented the results and recommendations of the 2018-19 College Council Self Evaluation. All collegial consultation committees conduct this self-evaluation. The survey was updated last year to yield useful information about the committees' effectiveness. Moving forward, the self-evaluation will be conducted at the end of the current year. This year's the survey will be distributed in May 2020.

It is noted that the information, particularly the recommendations from this survey are more helpful than past evaluations. Standing reports from the constituent groups is important. We can go further than sending our agenda and minutes to the campus community. Perhaps have other committees (Technology Committee etc.) include College Council minutes in their information packets, similar to Academic Senate. It is suggested College Council review, prioritize and agendize the recommendation provided by the survey, for further discussion and adoption.

The [full report](#) with more details on the information provided in the presentation for College Council was distributed to members prior to the meeting and presentation.

5. Update on Making Decisions Guide

Dena Maloney provided a brief update on the status of the Making Decisions Guide. An updated draft has been uploaded to the Team site. Others members of the workgroup have added their contributions as well. The workgroup will meet to aggregate the items and see what is missing. Another update is scheduled for early April. The draft will be provided for collegial consultation. The first and second readings will take place in May. The other collegial consultation committees will have to do the same. This document covers all the collegial consultation committees and the Academic Senate.

6. Adjournment

Parting comments: Suggested agenda items for upcoming meetings: Advocacy update – State and Federal level, Budget update and discussion, Technology committee update and ERP survey results, AB705 evaluation, South Bay Promise update, ISER first reading scheduled for April 20 with the second reading in May and Sustainability Plan update and Tentative budget presentation. A recap of our accomplishments is scheduled for June. We will determine when we will conduct the self-evaluation survey. It should take place after the recap.

Other topics are solicited. Please email Dr. Maloney with any suggestions or comments. The agenda items are mapped against our goals. These items will be formalized and come back to College Council at the next meeting.

Reminder: Town Hall is scheduled for March 12 from 1:00pm – 2:00pm. A comprehensive budget update will be presented.

Meeting adjourned

2019 - 20 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. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support guided pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience
 - Sustainability plan progress
 - Climate Survey plan progress
 - 2020-23 Strategic Plan and new institutional planning model

Future Meeting Dates: 1:30 p.m. Library 202 D. Maloney Reminder only

Winter/Spring Council Meetings

- Monday, March 2, 2020

- Monday, March 23, 2020 (Board Day)
- Monday, April 6, 2020
- Monday, April 20, 2020 (Board Day)
- Monday, May 4, 2020
- Monday, May 18, 2020 (Board Day)
- Monday, June 1, 2020

Summer/Fall College Council Meetings

- Monday, June 15, 2020 (Board Day)
- Monday July 13, 2020 (Board Day)
- Monday, August 17, 2020 (Board Day)
- Tuesday, September 8, 2020 (Board Day)
- Monday, September 21, 2020
- Monday, October 5, 2020
- Monday, October 19, 2020 (Board Day)
- Monday, November 2, 2020
- Monday, November 16, 2020 (Board Day)
- Monday, December 7, 2020
- Monday, December 21, 2020 (Board Day)

Faculty Development Committee Meeting

Minutes for Tuesday, March 10, 2020

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
X	Amy Herrschaft	(AH)	Counseling
X	Amy Himsel	(AJH)	Behavioral & Social Sciences
X	Analú Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
	David McPatchell	DM	Compton College
	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

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

Fall 2019 Meetings: September 10 & 24, October 8 & 22, November 12 & 26

Spring 2020 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

AGENDA

Welcome: The committee welcomed our newest member, Amy Himsel.

Faculty Symposium: SA shared a list of recent sabbatical recipients provided by Berkeley Price, Dean of Fine Arts, for the committee to review and asked that the FDC recommend a couple of faculty from the list to be invited to serve on the inaugural Faculty Symposium planning committee. The FDC will recommend an invitation to serve be extended to Lucy Alamillo, Juli Soden, and Elise Geraghty. SA will forward the recommendations to Dean Price. The Faculty Symposium is tentatively scheduled for 3:00-5:00 on May 7, 2020 in the DE Center and will be an opportunity for faculty and staff to share research projects and sabbatical reports.

Faculty Book Club (FBC): AJ and CS will co-facilitate the FBC this semester; in lieu of a book, the club will read a series of scholarly articles related to the theme, Crossing Borders in Higher Education. CS reported the FBC is on track to proceed despite only a small number of faculty who have registered to participate. The first meeting will take place from 1:00-1:50 in the TLC on Thursday, March 19th.

Informed & Inspired (I & I): SA reported that she met with Chris Dela Cruz (Student Services Specialist, SDO) and two students from the Student Equity Advisory Council (SEAC), Giancarlo Fernandez and Jacqueline Iniguez on 3.4.20 to discuss a partnership with

SEAC and the FDC. SEAC will reactivate the Student Empowerment Dialogue (SED) series and host three sessions this semester centered on the following topics: First-Gen Students (March date TBD); Basic Needs (April 7 in the Stadium Room) and System Impacted Students (May 12 in SSV 141). To complement the SED series, the FDC will host three similar I & I sessions for faculty to learn from and engage with students. I & I sessions will take place from 1:00-1:50 in the TLC on the last Thursday of the month: March 26, April 30, and May 28. SA will update the I & I flyer and submit the Flex Activity Proposal form to make the events available in Cornerstone. SK volunteered to assist with coordination of the March session.

Flex Presenter Credit: SA reported that Elana Azose (Professional Development & Learning) has requested clarification regarding flex presenter credit in light of recent changes made to the Flex FAQs by the FDC. The committee agreed that presenters should earn 3 hours of flex per one hour when conducting a presentation for the first time and 2 hours per one hour for repeat presentations, whether on or off-campus. In addition, the committee agreed there should be no limit to the number of times a faculty member earns credit for conducting the same presentation and presentations conducted from one academic year to the next should count as repeated presentations, thus eligible for 2 hours of flex per one hour of presentation. The FDC discussed the likelihood that most faculty devote considerable time preparing and updating flex-related presentations, thus warranting flex compensation.

Faculty PD Needs Assessment: SA reported that results of the Fall 2019 Faculty PD Needs Assessment have just been released by IRP. She will email the results to the committee for review at the next FDC meeting on March 24th.

Flex FAQ Revisions: SA requested volunteers to assist with Flex FAQ updates/revisions; EU graciously volunteered. Recommended changes to the Flex FAQs will be presented to the FDC in the coming weeks and then forwarded to the Academic Senate.

Adjourned 1:45

Spring 2020 SLO Assessment Priorities

- 1) **Work on getting SLO & PLO reports entered that concern assessments from Fall 2019.** This is essentially entering data that already exists so we can get credit for work we've already done.
- 2) **Revising our timeline plan for this semester.** We need to identify courses who have SLOs that were already to be assessed this semester and use only sections that were already online prior to the emergency as they would be most likely to be able to participate in assessment, or at least more so than courses where faculty are scrambling to get and stay online this semester.
- 3) **Update the timeline for assessment for the next four years.** The worksheets for this already exist and will be distributed to Division SLO Facilitators and Deans. They will need to complete the timelines and send them on to their faculty for approval or change. Because we are without a Nuventive administrator, it is imperative that we get those timeline worksheets back as soon as possible so I and Catherine can have enough time to get the information entered before we need it.

Keeping in mind the accreditation visit in the fall, what we need to continue to show is that we have a robust SLO process in place and that we're working it. Certainly items 1 & 2 demand a bit of flexibility and understanding. We're going to do the best we can.

Item 3 is crucial. We will run out of assessment timeline in many cases this semester and in some cases, next.

Essentially, we make a plan every 4 years for which SLOs we're going to assess when, and in most cases, that timeline runs out this semester. Having a timeline in place is central to that having a robust SLO/PLO/ILO assessment process to show off to ACCJC in the fall.

Hello Senators,

The Accreditation Chairs have asked that you please review the Accreditation Institutional Self Report at <https://www.elcamino.edu/accreditation/> and be prepared to vote on it at our senate meeting on April 7, 2020.

Thank you,

Darcie McClelland

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

This document will serve to assist District employees and students in conducting and completing Field Trips, Excursions, and Alternate Site Activities. This document will be maintained in the Business Services office and campus-wide divisions and departments.

Definitions

A. *Field Trip* shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from the El Camino College campus for a specified period of time and for which the instructor arranges transportation.

~~B. An *Excursion* shall be defined as an extra or co-curricular, social, educational, cultural, club, athletic, or musical activity.~~

~~BC. An *Alternate Class Site(s)* Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.~~

~~A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus may be designated as a class held at an alternate site off campus, if the period of instruction is to run for seven (7) or fewer hours.~~

~~An *Excursion* shall be defined as an instructionally related social, educational, cultural, athletic, or musical activity.~~

D. Student Organizations include Associated Students Organizations, Inter-Club Council, and student clubs registered through the Student Development Office.

General Principles

A. For field trips, The District may either provide transportation by use of District equipment or contracted ~~with a~~-transportation carrier to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate. When a contracted transportation carrier is used, the vendor is required to show Certificate of Insurance coverage pursuant to the District's required insurance limits, including, but not limited to, Comprehensive General Liability, Automobile Liability and Workers' Compensation coverage.

B. Every reasonable effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided. A student with a documented disability who will be requiring accommodations on a field trip, excursion, or alternate site activity must notify the instructor that they will be requesting accommodations at least ten

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

(10) working days before the event is scheduled.

- C. Undocumented students, formerly incarcerated students, and/or students who would have financial issues related to participating will also have an opportunity to complete an alternate assignment. The student must give notice that they will be requesting an alternative assignment prior to the field trip.

Commented [MD1]: Reword

- D. The following activities must be coordinated with, and approved by ~~the Area of Student Services and Community Advancement~~ Athletic activities, off-campus activities involving student organizations, clubs, etc., Participation in recreational ~~events/sports activities and events, Dances, Picnics, Approved and calendared non-District sponsored activities.~~

Commented [MD2]: Revise if athletics moves under Jean.

Procedures for Field Trips and Excursions

A. Planning and Approval Procedures for Field Trips

1. Notice of required field trips and estimated time and cost should must be provided in advance on the instructor's syllabus. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.
2. All field trips and excursions in excess of 5020 miles must be approved by the Vice President of Academic Affairs or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed.
3. No ~~class or~~ group may be authorized to take a field trip under this policy if any student ~~who is a member of such an identifiable group~~ would be excluded from participation in the field trip because of inclusion in a protected class ~~lack of funds or disability~~. All students shall be given an equal opportunity to participate.
4. All field trips ~~must shall~~ be supervised by a classified, certificated, or management employee of the District.

Commented [MD3]: Can a student be required to attend a field trip at another class time?

~~If the field trip is canceled, immediate notification shall be given to the responsible dean.~~

5. Only regularly-enrolled members of the class may participate in the field trip.
6. ~~Reconnaissance:~~ If instructor reconnaissance is deemed necessary in preparation for the field trip, approval for and District transportation may shall be obtained from the responsible dean.
7. Immediately prior to departure, an accurate roster of all participants shall be left with the

Commented [MD4]: Ask about this at CoD

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

Campus Police ~~Office~~.

8. A field trip within the boundaries of the District or within a ~~twenty~~ ~~fifty~~ (2050) mile radius of the campus may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer days.

B. Planning and Approval Procedures for Excursions

1. Student organizations ~~wishing~~ ~~planning~~ to ~~partake in~~ ~~take an~~ excursions ~~shall~~ ~~must~~ submit an ~~A~~ ~~completed~~ "Excursion Approval Form" with a copy of the minutes showing approval of the excursion by the club ~~and shall be submitted~~ to the ~~Student Development Office~~ ~~Office of Student Development/Life~~ at least four (4) weeks prior to the event.
2. Athletic excursions shall provide an accurate athletic schedule through the athletic director.

~~All excursions in excess of 50 miles must receive prior approval by the Vice President, Student & Community Advancement or designee.~~

3. Other co-curricular excursions must be approved by the appropriate Dean or Director and submitted to the ~~Office of the Vice President, Student Services and Community Advancement.~~
4. All excursions in excess of 50 20 miles must receive prior approval by the Vice President, Student ~~Services & Community Advancement~~ or designee.

Commented [MD5]: Does athletics already have a process for this?

C. Transportation for Field Trips and Excursions

1. The instructor/employee must schedule the use of District-owned vehicles through Campus Police, the Facilities Division or the Health Sciences & Athletics Division. The instructor/employee must complete appropriate vehicle-use forms and submit them to ~~his/her~~ the appropriate Dean or Director at least four (4) weeks prior to the event.
2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous conditions ~~shall~~ make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.

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- ~~2-3.~~ A toll road transponder may be requested from ~~Campus Police, the Facilities Division or the Health Science & Athletics Division~~ if needed.

D. Regulations for Field Trips and Excursions

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

1. The employee designated as the responsible representative ~~must make such counts or checks of students during field trips/excursions to ensure as may be deemed necessary for the safe return of all students and other personnel.~~
2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative ~~(See Board Policy 5138).~~
3. ~~It shall be the duty of~~ The employee designated as the responsible representative of the District shall notify all selected students of the starting time and location of the trip, and under the jurisdiction of ~~his/her~~ the appropriate Dean/Director, ~~to~~ complete any other arrangements necessary for the purpose and safety of the trip.
4. ~~The District shall, at the discretion of the Superintendent/President, transport students, instructors, supervisors, or other personnel by the use of one of the following means: district equipment or contracted to provide transportation. or arrange transportations by the use of other equipment.~~
5. ~~In order to reduce their liability,~~ designated District employees, must exercise "ordinary care and skill" ~~Ordinary care and skill mean that District authorities must ascertain by ensuring compliance with~~ the following requirements:
 - a. All persons who drive District or contracted rental vehicles must receive the District's Safe Driver training prior to departure and pass certification requirements to operate a ~~district vehicle~~ 12-passenger car or van.
 - b. Drivers will rotate every three hours and will observe posted speed limits, and no cell phone use shall take place by drivers at any time while operating the vehicle.
 - c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.
 - d. Drivers shall not be physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle at the time of the proposed driving.
 - e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

- f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.
- g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D of this Procedure)

Procedures for Alternate Class Sites

A. Planning and Approval Procedures

1. It is ~~recommended~~ **required** that the instructor notify ~~his/her~~ **the appropriate** division dean at least one (1) or more weeks prior to the date of the event.
2. All alternate class sites ~~shall~~ **must** be supervised by an academic employee of the District.
3. If the alternate class site is canceled, immediate notification **must shall** be given to the responsible dean and the students.
4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.
5. Students **must** be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

B. Transportation

1. Students shall **arrange their own** travel to the alternate class site ~~in the same manner in which they travel to attend the regularly assigned class.~~
2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.
3. When available, district vehicles can be used to transport students to an alternate class site. The request should be four (4) weeks in advance for approval by the division dean or director.

C. Regulations

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy ~~5138~~5500 and Administrative Procedure 5500 and 5520).
2. ~~It shall be the duty of~~The academic employee designated as the responsible representative of the District ~~to~~ must notify all selected students of the starting time, location, and duration of the alternate class site meeting. Under the jurisdiction of the appropriate ~~his/her~~ dean, this individual must also complete any other arrangements necessary for the purpose and safety of the meeting.
3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites

- A. The Director of ~~Purchasing and Risk Management~~~~Business Services~~ shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.
- B. The District will provide vehicle insurance information, roadside assistance information, and other appropriate documentation as needed to the district employee in charge of supervision.
- C. The District shall provide or make available ~~medical/hospital~~ service, or accident insurance for students participating in field trips, excursions and alternate class site meetings.
- D. When district equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in a foreign country.
- E. All persons participating in making a participants in voluntary field trips, or excursions, and alternate class site meetings are deemed to have waived all liability claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.
 1. All participants and the parents/guardians of minor student participants must sign a statement advising them of this waiver.
 2. A Field Trip/Excursion ~~Waiver Form~~ Waiver, Release and Indemnity Agreement (hereafter referred to as "Waiver Form") must be filled out and signed by each participant prior to the departure of each field trip/excursion.
 3. The waiver form shall be submitted to the appropriate office prior to departure.
- F. An employee of the District shall be present for the entire duration of the field trip, excursion

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

or alternate class site meeting. ~~He/She~~ and will have the same liability coverage as for on-campus activities.

Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites

A. Misconduct

1. ~~P~~rior to the field trip, excursion or alternate class site meeting ~~±~~ the instructor/employee shall inform students that misconduct could result in suspension from the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. ~~The student is responsible for the cost of transportation home.~~
2. The instructor may supplement the standards of conduct identified in Board Policy 5138 with additional regulations, which must be explained prior to the event.
3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.
4. Should ~~a problem or concern~~ misconduct arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development/~~Life~~ immediately upon the return to campus and initiate the appropriate course of action.

Commented [MD6]: Liability on way home?

B. Accidents involving a Student, District Employee, or Vehicle

1. The instructor/employee shall obtain prompt emergency treatment for any injured individuals.
2. If the injury needs immediate care, the instructor/employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the instructor/employee has any doubts, he/she is to follow the most conservative path -- call for help and send the individual to the hospital as soon as possible.
3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.
4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

arranged.

5. In the event of a mechanical breakdown or other road emergency^{ies}, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.
6. The appropriate accident report form shall be completed and filed immediately upon return.

C. Illness

1. Each participant shall be cautioned **in advance** that health care is his/her personal responsibility. ~~(Students should be warned about this in advance.)~~
2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

D. First Aid Kits:

1. A first aid kit **containing the District's medical insurance form(s)** shall be in the possession of the instructor/employee for all field trips, **excursions and alternate class sites**.

Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites

1. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.
2. District representatives shall be reimbursed for authorized and/or emergency expenses.

Reference:
Title 5, Section 55220

Approved: 3/16/09
Revision: 10/9/19
Ed Policies 2/25/20
Senate:

POLICY & PROCEDURE SERVICE

AP 4300 Field Trips and Excursions

References:

Government Code Section 11139.8;

Title 5 Section 55220

NOTE: *The following procedure is **legally advised**. Local practice may be inserted, which should address the following concepts.*

NOTE: *Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approving a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. The California Community Colleges Chancellor's Office has indicated it will not approve requests from local community college districts to travel to a restricted state. The California Community Colleges Chancellor's Office has also opined that Government Code Section 11139.8 does not apply to local community college districts. However, California law has recognized local community college districts as state agencies for certain purposes, among those is the community college funding mechanism. Thus, districts should consult with legal counsel in implementing Government Code Section 11139.8.*

The District may conduct field trips and excursions in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students.

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District shall, at the discretion of the [**designated position**], transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

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

POLICY & PROCEDURE SERVICE

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the [**designate position**]. The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

Revised 8/06, 8/07, 10/17

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Making Decisions at El Camino College 2020-25

DRAFT

Making Decisions at El Camino College

2020 – 2025

Introduction:

Decision making at El Camino College is founded upon a partnership among the Board of Trustees, faculty, staff, administration and students. All stakeholders in this process are committed to seeking the best interests of our students and reflects a shared vision that student success is the goal of everyone’s work at El Camino College. All stakeholders seek to make recommendations in an environment of cooperation, trust and a belief that having all voices represented results in better decisions for the institution.

The purpose of this document is to describe the governance and decision-making processes by which the District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. This document includes the purpose, membership, and reporting structure for each group, as well as the processes by which decisions are made.

This document was first developed in 2015. A Task Force was charged to *write Making Decisions at El Camino College*, a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through college consultation committees. *Making Decisions* also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.

In 2019, the College Council recognized the need to update the Making Decisions Guide and formed a representative Task Force to develop the 2020-25 Guide. This document is a result of that work, which underwent consultation in Spring 2020. The updated Guide was presented to the Board of Trustees in June 2020 and adopted in July 2020.

It is our desire that this document will continue to build goodwill and trust among all stakeholders engaged in the decision-making process. It clearly delineates the structure, process, roles and responsibilities integral to the collegial consultation process at El Camino College.

Signature of College Council Member:

X

Dean P. Maloney
El Camino College Superintendent/President

X

Darcie McClelland
President, Academic Senate

X

Kenny Galan
Police Officer's Association

X

Ross Miyashiro
Vice President, Student Services

X

Edith Gutierrez
Director, EOPS, CARE, CalWORKS & Guardian Sc...

X

Jane Miyashiro
Vice President, Human Resources

X

Kelsey Iino
El Camino College Federation of Teachers

X

Ann O'Brien
Executive Director, Marketing & Communications

X

Iris Ingram
Vice President, Administrative Services

X

Jean Shankweiler
Vice President, Academic Affairs

X

Urwa Kainat
Associated Students Organization President

X

Debbie Turano
El Camino Classfide Employees

X

Rose Mahowald
Confidential

El Camino College Board Policy 1200

District Mission Vision and Values

Mission Statement

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

Vision Statement

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

Statement of Values

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

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 difference to promote an inclusive campus community with equitable outcomes for all.

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

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

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

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/14, 6/17/19, 4/20/20

El Camino College 2020-23 Strategic Plan

Background:

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

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values proceeded through collegial consultation (Academic Senate, Calendar Committee, Technology Committee, Facilities Committee, Planning and Budgeting Committee, and College Council). The El Camino Community College District Board of Trustees approved the 2020-23 Strategic Plan in December 2019.

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

[The 2020-23 Strategic Plan](#)

Making Decisions at El Camino College Guide

Taskforce Members

Urwa Kainat	Student Representative Member, College Council	President, Associated Student Organization
Darcie McClelland	Faculty Representative	President, Academic Senate Member, College Council
Pete Marcoux	Faculty Representative	Executive Committee, Academic Senate
Breanna Bond	Classified Representative	Student Services Advisor, CARE
Carolee Vakil-Jessop	Federation Representative	Executive Director, ECC Federation Alternate/Support to College Council
Roy Dietz	Classified Representative	President, ECC Classified Employees Member, College Council
Edith Gutierrez	Management Representative	Director, EOPS/CARE, CalWORKs & Guardian Scholars Member, College Council
Jean Shankweiler	Administrator Representative	Vice President, Academic Affairs Alternate/Support to College Council
Dena P. Maloney	Administrator Representative	Superintendent/President Chair, College Council

Review Groups

Collegial Consultation Committee	Date of Review
Planning and Budget Committee	May 21
Associated Student Organization	To Be Scheduled
Technology Committee	To Be Scheduled
Calendar Committee	To Be Scheduled
Facilities Steering Committee	To Be Scheduled
Academic Senate	April 7 – First Reading; April 21 – Second Reading
College Council	May 4 – First Reading; May 18 Second Reading
Board of Trustees	June 15 – First Reading; July 20 Second Reading

Principles and Processes of Governance

1. Mutuality, Collegiality, and Collaboration

The District's governance and decision-making processes are based on recognition of and respect for the interrelationships of constituent groups. The commitment to this principle is demonstrated in the following ways:

- Leaders and members of all constituent groups acknowledge the importance of collegial consultation and the benefits to all because of the collegial consultation process.
- Sharing ideas is valued and expected. Meetings include clear presentations of the issues to be resolved followed by respectful discussion. Divergent views are fully explored.

2. Transparency

The District values transparency and strives to maintain an open and honest approach to decision-making, operations, and communication. All those impacted by a decision are encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated in several ways:

- The schedules for collegial consultation meetings are posted online at the beginning of each academic year and meetings are open to the public.
- Agendas are published on the District's website 72 hours before meetings. Senate meetings agendas include a standing item for public comment.
- Minutes from collegial consultation committee meetings are posted on the District's website when they are approved.
- District-wide emails are used to keep the internal community involved and updated on College Council meetings and agendas.
- Town Hall Meetings are convened at least once a semester as a venue for general discussions and campus updates.

3. Representative Participation and Responsibilities

This principle supports the use of democratic processes to ensure that the voices of all constituent groups are included as appropriate. In order for this principle to be fully implemented, all members of governance and decision-making groups are asked to fulfill the following responsibilities of group membership:

- Attend meetings
- Clearly articulate constituent needs
- Introduce items, issues, or comments on behalf of constituents
- Function as a team member with other members of the group
- Follow through on tasks
- Report meeting outcomes back to constituent groups
- Work toward common understanding and consensus in an atmosphere of respect

- Support the implementation of recommendations once group consensus is reached; and
- Welcome change and innovation.

4. Mutual Accountability

The principle of mutual accountability refers to the importance of the members of the various constituent groups adhering to their roles and following through on their responsibilities. This commitment is demonstrated in the following ways:

- The District's processes for governance and decision-making are formally evaluated every year through surveys of collegial consultation committee members
- Members of governance and decision-making groups respond expeditiously to requests for information and consultation.

5. Clarity of Roles

This principle requires that the separate and mutual areas of responsibility for governance and decision-making be clearly articulated. This document is evidence of the District's commitment to this principle.

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Regulatory Framework: The Role of Students, Faculty, Staff and Administrators in the Decision-Making Process

According to the El Camino Collage Administrative Procedure 2510, "Consultation at El Camino College involves a collaborative process in which member of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees." The role and function of each constituent group is outlined below.

Role of Students

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Student committee members are selected by the Associated Students Organization.

By law, students have the right to participate in processes for jointly developing recommendations to the Board, especially those that have a significant impact on students (Education Code 7060). Decisions that have a significant impact on students include, but are not limited to:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Instructional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Any other policy or procedure that the Board of Trustees determines has a significant impact on students.

Except in emergency situations, the Board shall not take action on a matter that has significant impact on students until it has provided students a reasonable opportunity to participate in the formulation of the policy or procedure, or in the joint development of recommendations to the Board.

Role of Faculty

At El Camino College, faculty members play an integral role in the collegial consultation process contributing specialized knowledge of education and instruction. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the following areas:

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 participation and success

6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in the accreditation process, including self-evaluation and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate (California Administrative Code, Title 5, Sub-Chapter 2, section 53200).

Faculty members also sit on campus-wide consultation committees alongside students, classified staff, and administrators. Faculty members who sit on consultation committees typically are appointed by either the Academic Senate or the Federation.

Role of Staff

Classified and confidential staff are valued for the critical role that they play in providing support to other constituency groups (i.e., faculty, administration and students). They are expected to have a strong voice in governance matters because of the unique perspectives, their experience and their commitment to the overall success and well-being of the college. Staff participation in the collegial consultation process shall include:

1. Staff representation and participation on college committees
2. Recognition of the need for all college constituencies to participate in the decision-making process
3. Opportunities for staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff
4. College encouragement and support of staff to participate in collegial consultation process made possible by support from supervisors that allows and encourages staff participation by considering:
 - a. Adjusting workloads, exercising flexibility and substitution when possible
 - b. Providing release time, compensatory time and or/overtime pay
5. Classified committee member selected by the El Camino Classified Employees (ECCE). Police representatives selected by the El Camino College Police Officer Association.

Role of Administrators

El Camino College's administrative staff include senior administrators (vice presidents), deans, associated deans, directors, assistant directors, and supervisors (classified managers). El Camino College's organizational charts highlight the general scope of responsibility for each position. As contributors to the college consultation process, administrators are expected to:

1. Anticipate and plan for the future direction of college programs and services
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives and comprehensive planning
3. Accept education and fiscal accountability and responsibility for college programs and services
4. Remain current on law and regulations governing community colleges
5. Promote the interest of students and student success while considering the well-being of employees
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements and articulation agreements
7. Guide and collaborate with faculty and staff in developing, coordinating and evaluating the college's programs and services
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services

9. Represent the interests of managers and supervisors, while advancing the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

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Role of the Board of Trustees and the Superintendent/President in the Decision Making Process

The constituents of the District participate in making decisions appropriate in scope to their roles within the District. Their respective roles in making decisions are described below. These descriptions are derived from the California Code of Regulations, District Board policies, and District practices, procedures, and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as the legal and fiduciary body for the District. As described in the California Community College League of California Trustee Handbook,

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust...Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit. The most important board responsibility is to make good policy, which then provides guidance for college staff.

The Board of Trustees maintains, operates, and governs the operations of the entire District in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the District's mission is fulfilled and that the District's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of five locally elected trustees who represent areas within the District. One trustee is elected by the qualified voters from each of the five trustee areas to serve four-year terms. Trustee elections are staggered so that there is continuity on the Board. The Board annually elects a president, vice president, and secretary from among its members and the Superintendent/President serves as secretary to the Board.

A student trustee is elected annually in a general student election. The student trustee provides a student perspective on the issues facing the Board. The student trustee receives all materials sent to other members of the Board, except those pertaining to closed-session matters; attends all open-session board meetings; asks questions; participates in discussions; and may cast an advisory, nonbinding vote on matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the District's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role according to the Education Code and identifies the following specific responsibilities in Board Policy 2200: Board Duties and Responsibilities:

1. Represent the public interest
2. Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
3. Hire and evaluate the Superintendent/President
4. Delegate power and authority to the chief executive to effectively lead the District
5. Assure fiscal health and stability
6. Monitor institutional performance and educational quality; and
7. Advocate for and protect the District.

Superintendent/President

The Superintendent/President is the District's chief executive officer and is the sole employee of the Board of Trustees. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See Board Policy 2430: Delegation of Authority to Superintendent/President.)

The Superintendent/President has primary responsibility for the District. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Superintendent/President is also responsible for assuring that the academic and student services programs are responsive to the needs of the community and meet all accreditation standards, for the fiscal integrity of the district, the hiring of all faculty and staff, and for maintaining a positive relationship with the community. S/he determines which recommendations from consultation to accept, reject, or return for more discussion and information. Some recommendations from committees, whether collegial consultation or advisory, only require the President's approval to move forward. Other recommendations are brought forward to the Board of Trustees for its approval.

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Participatory Governance Structure

Committees that Make Recommendations Through Collegial Consultation

Consultation committees provide input into college initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge through discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation must be provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made.

Annually, chairs of consultation committees should perform the following:

- Provide an orientation to members
- Review the committee’s purpose statement, purview and goals
- Facilitate the creation of new committee goals (NEW)
- Conduct a committee self-evaluation to inform the committee’s effectiveness (REWORDED)
- Review the Making Decisions at El Camino College document

Decision Making within Committees:

When formulating recommendations for the Superintendent/President and the Board of Trustees, collegial consultation groups follow a protocol that may include:

- Presentations and discussion on the matter under consideration
- Formulation of a recommendation regarding the matter
- Consideration of the recommendation through a process of first and second readings for specific items
- Vote by the members of the collegial consultation committee members
- The process culminates in a majority vote either in favor of or against the recommendation by the members of the collegial consultation committee.
- Recommendations by collegial consultation committees are presented to the Academic Senate and the College Council prior to their placement on a board agenda for approval by the Board of Trustees. Some recommendations require a first and second reading by the Board of Trustees prior to action by the Board.

Consultation Committees

Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies.

College Council	<p>To facilitate communication and serve as a forum to exchange information that affects the college community.</p> <p>Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity</p>	<p><u>Membership</u> Chair: Superintendent/President Academic Senate President (1) Faculty Members (3) Management (4 – one from each VP area) Classified (4) Confidential (1)</p>
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	and respect to inform and strengthen decision-making.	
Academic Senate	The ECC Academic Senate fosters the effective participation by community college faculty in all academic and professional matters; develops, promotes, and acts upon policies responding to college wide concerns; and serves as the official voice of the faculty of El Camino College in academic and professional matters.	<u>Membership</u> Senate President Executive Board (5) Senators – detailed in Article III of the ECC Academic Senate Constitution
Calendar Committee	To develop and recommend to the President and Board of Trustees the El Camino Community College District School Year Calendar. Strategic Initiative C - Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Chair: VP Student Services Academic Senate representative (2) Management (2) Classified (2) AFT (1) ECCE (1) Confidential (1) POA (1)
ECC Technology Committee	The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan. Strategic Initiative C - Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Chair: Dir. Information Technology Academic Senate representative (2) Management (2) Classified (2) ITS supervisors (3) Academic Technology Committee chair
Facilities Steering Committee	The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members. Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Co-Chairs: VP Administrative Services Academic Senate representative (2) Management (2) Classified (2) AFT (1) ECCE (1) Confidential (1) POA (1)
Planning and Budgeting Committee	The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes	<u>Membership</u> Chair: VP Administrative Services and Director of Institutional Research and Planning Academic Senate representative (2) Management (2) Classified (2)

	<p>recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies. Strategic Initiative – C – Collaboration Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.</p>	<p>AFT (1) ECCE (1) Confidential (1) POA (1)</p>
<p>Associated Students Organization</p>	<p>The ASO is currently defined as “We, the students of the Associated Students Organization, serve as your elected representatives, and we act as your liaison for the community college. We use our leadership skills to stay informed on current issues pertaining to the students, and we commit to improving the quality of education and increasing student involvement on campus.”</p>	<p><u>Membership</u> <u>All El Camino College students are members of the Associated Student Body and their governing group is the Associated Students Organization (ASO). ASO consists of one consultation committee, five planning committees, one budgeting committee, and a Senate to approve all items.</u></p>

Area Councils

There are four Area Councils and their respective Division Councils that coordinate and fulfill operational, procedural and policy implementation at the college. The purpose of these committees is to provide an opportunity for faculty, staff, students, and managers to share information and to identify issues that require resolution.

Links to Area Councils:

<p>Academic Affairs</p>	<p>The Academic Affairs Area Council, created in 1992, facilitates communication throughout the College to agreed-upon constituencies. It also reviews, recommends, and disseminates general information on the operations of the College and on existing policies and procedures.</p> <p>The Area Council serves as a link between the college and division councils by assessing and responding to division council recommendations and adjudicating unsettled division council issues.</p> <p>The council’s composition currently includes representatives from administration, faculty and classified staff.</p>
<p>Administrative Services</p>	<p>The Administrative Services Area Council facilitates information sharing and communication among member of the Administrative Services Area, which includes Facilities, Event Management, Purchasing & Risk Management, Fiscal Services, and Information Technology. The council’s current composition includes representation from administration and classified staff.</p>
<p>Human Resources</p>	<p>The Human Resources Area Council facilitates information sharing and communication among member of the Human Resource Area that includes Human Resources, Staff and Student Diversity, and Professional Development. The council’s current composition includes representation from administration and classified staff.</p>
<p>Student Services</p>	<p>The purpose of the Student Services Area Council is to solicit input from Student Services Area Council members to assist in developing District policy and to disseminate information to Student Services constituents.</p>

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Division Councils

Behavioral and Social Sciences	http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/dccminutes.aspx
Business	http://www.elcamino.edu/academics/business/DivisionCouncilMinutes.aspx
Counseling	http://www.elcamino.edu/student/student-services/counseling/divisionminutes.aspx
Fine Arts	http://www.elcamino.edu/academics/finearts/minutes.aspx
Health Sciences and Athletics	http://www.elcamino.edu/academics/healthsciences/minutes_divcouncil.aspx
Humanities	http://www.elcamino.edu/academics/humanities/DivisionCouncilCommMins.aspx
Industry and Technology	http://www.elcamino.edu/academics/indtech/division-council.aspx
Library Learning Resources	http://www.elcamino.edu/library/minutes.aspx
Mathematical Sciences	http://www.elcamino.edu/academics/mathsciences/minutes_div.aspx
Natural Sciences	http://www.elcamino.edu/academics/naturalsciences/archive.aspx

Advisory Committees

Advisory committees perform specific functions that benefit the college community or respond to issues of importance to college constituencies. Recommendations from these committees are made to the appropriate manager and, when applicable, brought to Cabinet by the area Vice President for consideration. Periodically, task forces or ad hoc committees are formed to address specific issues needing immediate resolution.

Auxiliary Services Board	The El Camino College Auxiliary Services Board (ASB) oversees and disseminates Auxiliary Services funds. The ASB was established per El Camino College Board Policy 3600.
Academic Technology Committee	The Academic Technology Committee, a subcommittee of both the Academic Senate and the College Technology Committee, assesses and recommends solutions for the instructional technology needs of students and faculty.
Career Technical Education Act (CTEA)	Career Education at El Camino College prepares students for employment or for future education in a career major or concentration. Career Education courses are occupationally specific and technical in nature. There are 36 occupational programs offered at El Camino College.
Council of Deans	The Council of Deans meets twice monthly to exchange information, provide updates and facilitate dialogue among the College Deans.
Workplace Health & Safety Committee	The Workplace Health and Safety committee reviews health and safety issues, identifies strategies for resolution and makes referrals to other committees for follow up and corrective action as needed.
Enrollment Management	The Enrollment Management Committee is responsible for developing the three-year Enrollment Management Plan that guides the college's enrollment management strategies and tactics.
Insurance Benefits	The Insurance Benefits Committee (formerly Health Benefits Committee) is responsible for the design and implementation of a health benefits package which is cost-effective and which provides quality benefits for El Camino College employees.
Parking and Traffic Advisory Council	The El Camino Community College District has a Parking & Traffic Advisory Council that works with the district and the Chief of Police to maintain and

	improve quality parking facilities and services for the staff, students and visitors of the college.
Student Success Advisory Committee	The Student Success Advisory Committee is chaired by the ECC Vice President of Student and Community Advancement and its membership includes a variety of faculty, classified staff, managers, and administrators from divisions and areas across campus. The purpose of the Student Success Advisory Committee is to serve as an advisory body to plan and oversee the implementation of the Student Success and Support Programs Initiative.

Other committees or task forces may be created by the President and designated as collegial consultation or advisory groups. The Superintendent/President shall determine the specific purpose or charter of such groups. The Superintendent/President will solicit participants in collaboration with the Academic Senate President, and other constituent organizations. Once the specific purpose of the group is accomplished, the Superintendent/President shall determine the need to either institutionalize the group or disband it.

VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A link to all consultation committees with current minutes and membership is available on the El Camino College Administration webpage. All collegial consultation committees will review and evaluate its operations annually.

Structure of El Camino College Collegial Consultation Committees

College Council, Technology, Planning and Budget, Facilities, and Calendar Committees

Purpose: The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations, collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure.



Associated Student Body

All El Camino College students are members of the Associated Student Body and their governing group is the Associated Students Organization (ASO). ASO consists of one consultation committee, five planning committees, one budgeting committee, and a Senate to approve all items. All meetings are open to the public.

The ASO is currently defined as “We, the students of the Associated Students Organization, serve as your elected representatives, and we act as your liaison for the community college. We use our leadership skills to stay informed on current issues pertaining to the students, and we commit to improving the quality of education and increasing student involvement on campus.”

Executive Cabinet: The Executive Cabinet is composed of the ASO President, Vice President, Student Trustee, and six Directors. These members shall be considered the presiding officers of ASO who provide guidance and direction for new concepts to the ASO Committees.

Publicity Committee: This committee shall strive to promote the name of ASO, along with its sanctioned events and functions, to the ECC community in a creative and inclusive fashion.

Sustainability Committee: This committee shall strive to promote the well-being of the environment while informing and encouraging the ECC community to do the same.

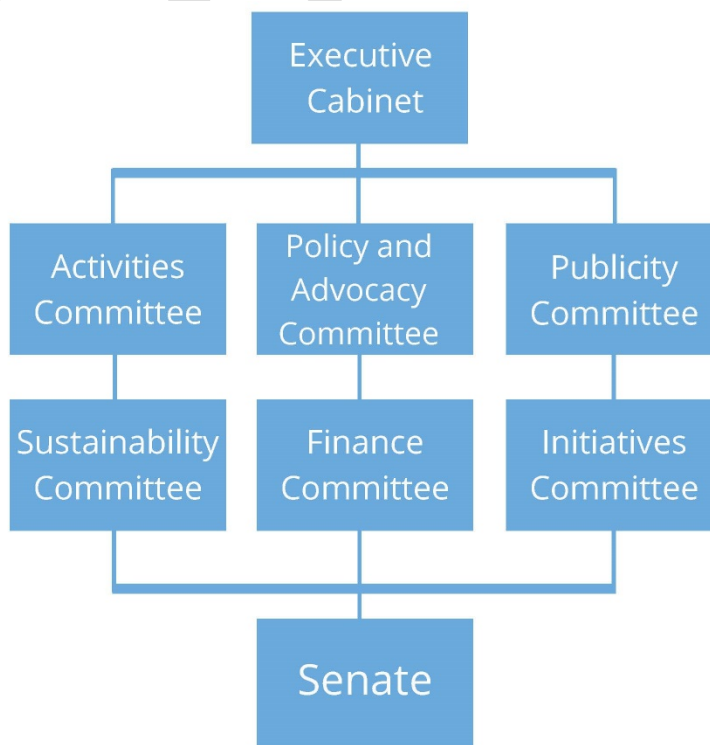
Policy & Advocacy Committee: This committee shall research, compile, draft and present all resolutions to the Senate for debate and ratification.

Activities Committee: This committee shall plan and facilitate all ASO sanctioned events and functions.

Initiatives Committee: This committee shall strive to brainstorm, develop and implement targeted and/or campus-wide ideas for the benefit and enjoyment of the students, staff, and faculty.

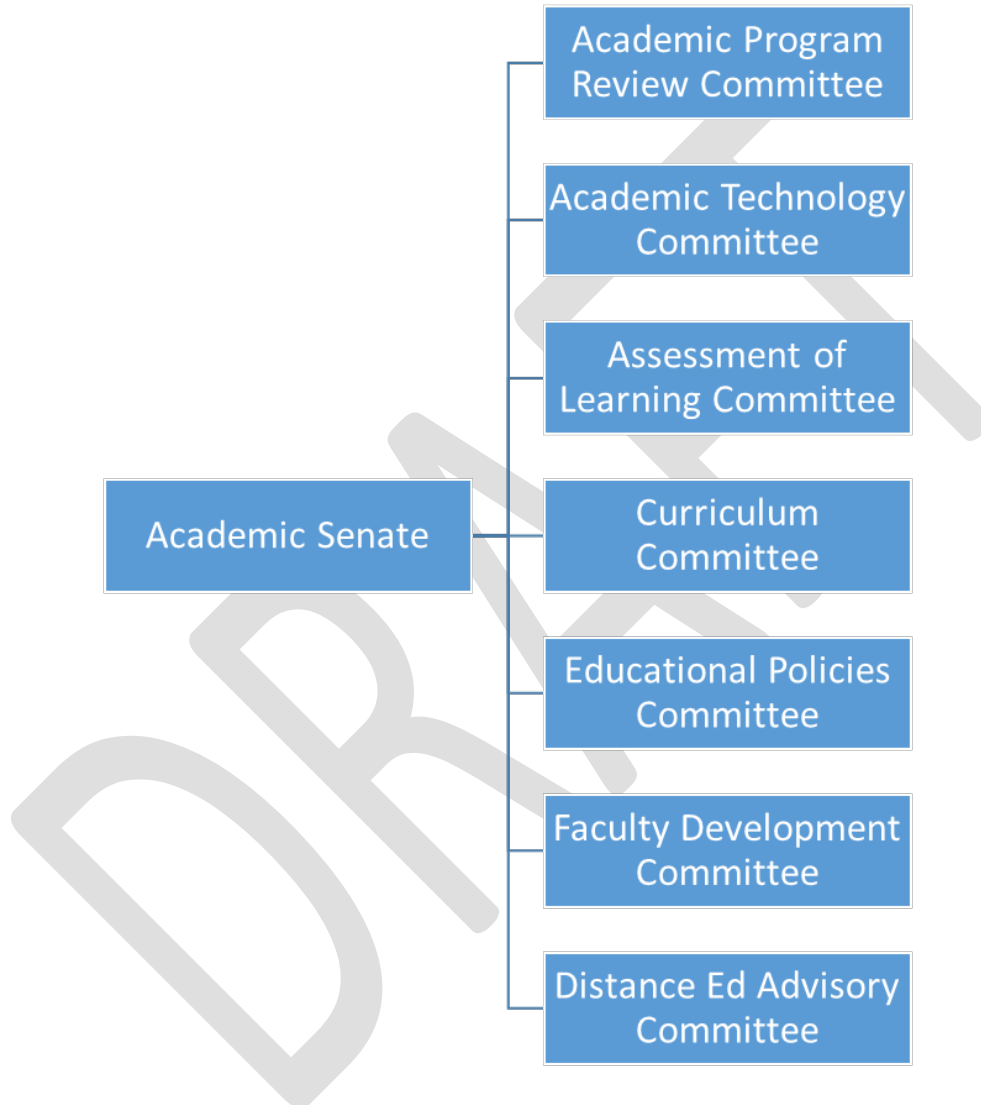
Finance Committee: This committee shall address all matters pertaining to the ASO budget that funds the organization and 15 programs around campus.

Senate: The ASO Senate shall be composed of the ASO Executive Cabinet, Senators, Division Council Members, and Commissioners. All final decisions concerning ASO related material pass through the Senate.



Structure of Academic Senate and its 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.



Appendix

[Title 5 53200-53205](#)

[Title 5 51203.5](#)

[Title 5 51023.7](#)

[Board Policy 2510 Local Decision Making](#)

Use POLICIES tab

[Administrative Procedure 2510 Local Decision Making](#)

Use POLICIES tab

Collegial Consultation Annual Self-Evaluation Survey Instrument link

[Academic Senate](#)

[Calendar Committee](#)

[College Council](#)

[Facilities Steering Committee](#)

[Planning and Budgeting Committee](#)

[Technology Committee](#)

Collegial Consultation Meeting Agendas and Minutes links

[Academic Senate](#)

[Calendar Committee](#)

[College Council](#)

[Facilities Steering Committee](#)

[Planning and Budget](#)

[Technology Committee](#)

[El Camino Community College District Board Agendas](#)

Use MEETINGS tab

[El Camino Community College District Board Policies and Procedures](#)

Use POLICIES tab

El Camino Community College District Organization Chart

[President's Office](#)

[Academic Affairs](#)

[Administrative Affairs](#)

[Human Resources](#)

[Student Services](#)

Resolution in Support of Pass/No Pass Grading Option

In the interest of the physical and academic well-being of our students and in response to Executive Order 2020-02 which suspends Title 5 section 55022 requirements for P/NP grading the Academic Senate of El Camino College recommends suspension of the P/NP provisions of Administrative Procedure 4230, Grading and Academic Record Symbols, for the Spring 2020 Academic Term. AP 4230 regulates the deadlines and conditions under which students may exercise the P/NP grading option for a course. Existing policy allows only courses with a P/NP notation in the course catalog to be taken P/NP and requires that students request the P/NP grade option within the first 30% of the academic semester. Given the overwhelming changes to our programs and courses, this resolution seeks to alleviate barriers and ensure consistency.

WHEREAS a transition to virtual instruction, has significantly altered the structure and method of delivery across all courses

WHEREAS many courses in non-negligible ways, may necessarily no longer reflect the original course syllabus and outcomes

WHEREAS it is appropriate in these times to allow greater flexibility in the interest of fairness and equity to our students

WHEREAS it is in the best interest of our student's mental health and well-being to alleviate points of concern and anxiety where possible

WHEREAS students should be empowered to make the best decision towards their well-being, health, and academic success

NOW THEREFORE BE IT RESOLVED that the Academic Senate of El Camino College recommends that the Board of Trustees suspend AP 4230, Grading and Academic Record Symbols, for the Spring 2020 academic term to extend a student's ability to take courses with Pass/No Pass grading such that:

- (a) the students be allowed to take any and all elective and General Education courses P/NP,
- (b) the deadline for declaring the intention to take a course P/NP be extended to May 15, 2020,
- (c) students earning a C or better under the course grading scheme should be marked as Passing,
- (d) the option of requesting P/NP is available to all students, regardless of GPA,
- (e) after meeting with a counselor to discuss possible consequences for transfer and/or graduate and professional school admission that students be allowed to take majors preparatory courses P/NP.

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers

FROM: Marty Alvarado,
Executive Vice Chancellor, Educational Services & Support

RE: Grading Policies and Term Extension Guidance Due to COVID-19 Pandemic

The COVID-19 pandemic and the rapidly escalating social and physical distancing required has substantially disrupted instruction for all institutions. As a result, colleges throughout the state have aggressively converted face-to-face courses to online or alternative formats with many faculty and students experiencing online teaching and learning for the first time. Given this unprecedented and unexpected transition, faculty and students require maximum flexibility to effectively navigate the current term.

Based on the information available as of the date of publication, this memo provides guidance on grading policies and term extensions focused on supporting students enrolled in the current environment. Topics covered in this memo include the following:

- Grading Policies: Pass/No Pass Grade (P/NP) Options
- Grading Policies: Incomplete or In Progress Grade Options
- Guidance for Extending the Term
- Course Repetition Due to Extenuating Circumstances

Grading Policies: Pass/No Pass Grade Options

Executive order 2020-02 suspends the title 5, section 55022 requirement that students select the “pass or no pass” grading option prior to the 30% mark of the term. Additionally, the executive order suspends the requirement that units attempted for which the symbol “NP” is recorded be considered in probation and dismissal procedures. Students that attempt to continue to complete a course under the current situation, rather than withdraw, will not be negatively affected should they ultimately be unable to successfully complete the course.

While the Chancellor’s Office is in discussions with the state’s primary transfer institutions, CSU and UC, at the time of this guidance, the potentially adverse transfer implications of a pass or no-pass grading option remain in effect. For these reasons, colleges are advised against implementing blanket pass or no-pass grading policies and encouraged to provide updated information to faculty and students regarding the pass or no-pass grading option, and the potential impact for transfer purposes. The Chancellor’s Office will continue to work with UC and CSU, but colleges are encouraged to share a few transfer related issue areas such as:

Grading Policies and Term Extension Guidance

March 27, 2020

- Most transfer institutions do not compute a GPA for a P/NP course, however in some instances a passing grade is computed at a 2.0 level, potentially adversely affecting a student's overall GPA score.
- Most transfer institutions, including CSU and UC, require courses for the major to be completed with a letter grade, therefore a P grade may result in a student needing to retake a course.
- Many transfer institutions restrict the allowable transfer units that may be taken as P/NP.

In enacting these grading policy changes, colleges may need to revise their Spring 2020 catalogue policies and should broadly and proactively communicate changes to students and faculty, including posting on their website where applicable. We recommend colleges provide written guidelines to students, staff, and faculty to ensure proactive advising and support for students.

Grading Policy: Incomplete and In Progress

Per title 5, section 55023, district governing boards may authorize the use of the non-evaluative symbols "I" for Incomplete and "IP" for In Progress. This section provides guidance on the allowable uses of these symbols and recommends how these rules may be applied to the current situation.

Incomplete. Under section 55023, the "I" symbol may be used for students whose academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in incomplete coursework. The condition for the removal of the "I" must be stated by the instructor in a written record that contains the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol may not be used in calculating units attempted nor for grade points.

For the duration of the COVID-19 crisis, faculty should assess on a student-by-student basis when the use of an "I" symbol would be appropriate for a student impacted by COVID-19, and whether the student's individual circumstances constitute an "unforeseeable, emergency, and justifiable reason" for needing additional time.

In progress: Under section 55023, the "IP" symbol may be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol must remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit must be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" symbol must not be used in calculating grade point averages.

For the duration of the COVID-19 crisis, the "IP" symbol should be used when a course has been temporarily suspended and is expected to reconvene and complete instruction at some point beyond the end of the established term. Colleges should communicate this clearly to students in impacted courses and proactively plan for when courses may reasonably be continued and completed.

Guidance for Extending the Term

Executive Order 2020-02 suspends title 5, section 58002 and 55702 requirements for a governing board to request and obtain approval of the Chancellor to extend their Spring 2020 term. This executive order authorizes all colleges to extend their Spring 2020 term through June 30, 2020, as needed. Colleges intending to extend their terms are required to notify the Chancellor's Office of the original term end date, the extended term end date, and the number of courses impacted by the extension. Colleges who select to extend their term can submit this information by completing the Extension of Spring 2020 Term form here: <https://bit.ly/S20Extension>. Colleges that anticipate needing to extend beyond June 30, 2020, should contact Vice Chancellor Aisha Lowe at alowe@cccco.edu.

Course Repetition Due to Extenuating Circumstances

In light of the variety of ways that COVID-19 may disrupt course progress and completion, Executive Order 2020-02 establishes COVID-19 as a recognized extenuating circumstance and suspends the requirements in title 5, section 55045, for students to prove an extenuating circumstance when petitioning to retake a course attempted during the recognized pandemic. Colleges should disregard the previous grade and credit when computing GPA, once the course has been repeated.

For questions about this memo, please contact Marty Alvarado at (916) 327-5492 or malvarado@cccco.edu or Aisha Lowe at (916) 322-4205 or alowe@cccco.edu

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Aisha Lowe, Vice Chancellor
Rhonda Mohr, Vice Chancellor
CCCCO Staff

Resolution in Support of Limited Extensions to Spring Semester 2020

Whereas some academic programs at El Camino College require a set number of in-person laboratory, clinical, or other practical skills hours in order for students to meet completion and/or licensing requirements and;

Whereas the COVID-19 global pandemic has necessitated the canceling of classes from March 13-17 and 20-23, 2020 as well as a transition to online and remote instruction for spring 2020 as of March 24, 2020 and;

Whereas these class cancelations and transition to online and remote instruction have made it impossible for some students to satisfy the requisite in-person hours needed for program completion and/or licensing and;

Whereas executive order 2020-02 suspends Title 5 sections 58002 and 55702 requirements for a governing board to request and obtain approval of the Chancellor to extend the Spring 2020 academic term;

Now therefore be it resolved that the Academic Senate for El Camino College recommends that the Board of Trustees extend spring semester 2020 to a date no later than June 30, 2020, for programs that require in-person instructional hours for students to fulfill completion and/or licensing requirements.

Board Policy 4025 Philosophy for Associate Degree and General Education

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, ~~General-general Education-education~~ is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, ~~General-general Education-education~~ should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

In establishing or modifying a general education program, coherence and integration among the separate requirements should be sought. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

Reference: Title 5, Section 55061 Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02 Amended: 7/15/13

[Ed Policies 3-10-20](#)



POLICY & PROCEDURE SERVICE

BP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

NOTE: *This policy is legally required. The following philosophy is taken from Title 5 Section 55061, which is the policy of the Board of Governors and is provided only as an example. The District should define and insert its own philosophy and criteria.*

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

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



POLICY & PROCEDURE SERVICE

The [**CEO**] shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

Revised 2/08, 11/14

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AP 4025 Philosophy and Criteria for Associate Degree and General Education

Procedures for the selection of courses for the associate degree and general education requirements are located in the Curriculum Handbook, which is housed in the Office of Academic Affairs, division offices, and the College website.

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed below. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - o The ability to think and communicate clearly and effectively both orally and in writing;
 - o The ability to use mathematics;
 - o An understanding of the modes of inquiry of the major disciplines;
 - o An awareness of other cultures and times;
 - o The ability to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

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The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

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The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

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POLICY & PROCEDURE SERVICE

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

NOTE: *This procedure is legally required. Local practice may be inserted here.*

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively orally and writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

NOTE: *The procedures should also include the process used to determine which courses implement the District's philosophy on the associate degree and general education.*

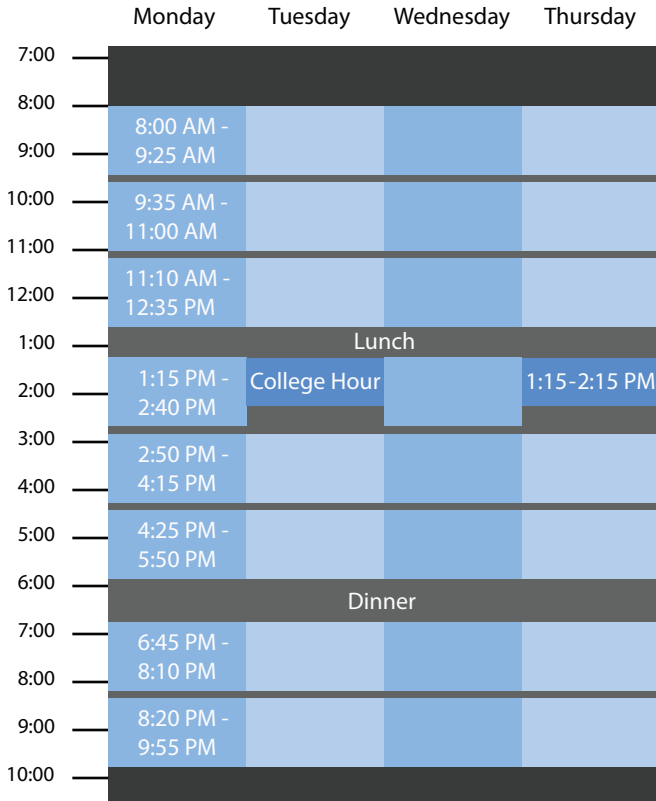
Revised 2/08, 11/14

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

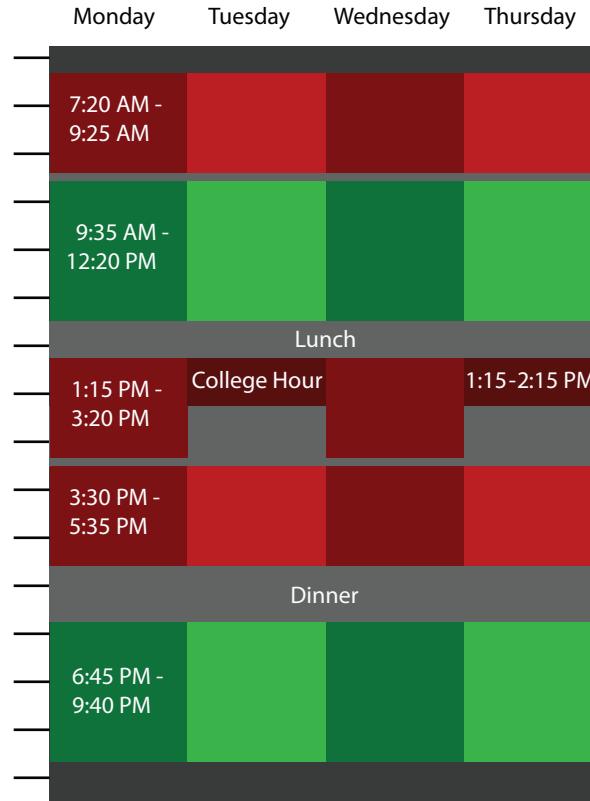
Block Scheduling

General Guidelines

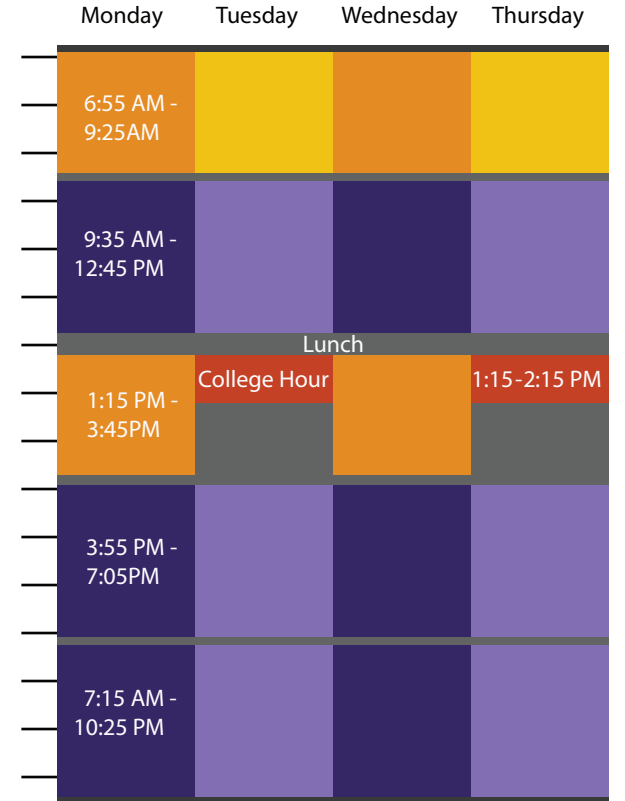
3 Contact Hour Courses / Twice per Week



4 Contact Hour Courses / Twice per Week



5 Contact Hour Courses / Twice per Week



1.7 Contact Hours; 85 Minutes

2.3 Contact Hours; 125 Minutes

2.8 Contact Hours; 150 Minutes

2.3 + 1 (Support Class) Contact Hours; 175 Minutes

3.4 Contact Hours; 190 Minutes

Block Scheduling Analysis

Fall 2019 All Face-to-Face Sections				Block Schedule
Division	Total Section Count	Building	Rooms Used	Total Section Count
Behavioral & Social Sciences	248	SOCS	21	315
Business	104	MBA	17	-
Fine Arts	332	ART, MUSI, TH	41	-
Health Sciences & Athletics	156	PE	7	-
Humanities	356	H	42	-
Industry & Technology	152	ITEC, CNST, CAT	40	-
Mathematics	296	MBA	29	-
Natural Sciences	144	CHEM, LS, NATS, PHYS	25	-
Total	1,788		222	315

Fall 2019 All Face-to-Face Sections				Block Schedule
Course (Contact Hours)	Total Section Count	Building	Rooms Used	Total Section Count
CSCI-1 (3 LEC, 3 LAB)	14	MBA	103, 105, 111, 113 , 120 , 217, 218, 220, 311, 315	-
CSCI-14 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-16 (3 LEC, 3 LAB)	1	MBA	113	-
CSCI-2 (4 LEC, 3 LAB)	5	MBA	113 , 120 , 211 , 219	-
CSCI-23 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-30 (3 LEC, 3 LAB)	2	MBA	113 , 118, 120 , 219	-
CSCI-3 (3 LEC, 3 LAB)	3	MBA	113 , 211	-
CSCI-7 (3 LEC, 3 LAB)	2	MBA	315	-
Total	29		13	73

Scheduling for Success

Block Schedule

Summary of Committee Work

Committee Members:

Sara DiFiori, Robin Dreizler, Giancarlo Fernandez, Lillian Justice, Peter Marcoux, Cynthia Mosqueda, David Mussaw, Berkeley Price, Jean Shankweiler, Jenny Simon, Jacquelyn Sims, Carolee Vakil-Jessop

Committee Charge: Develop a block schedule that can be applied across campus for face to face classes that will maximize room utilization and minimize scheduling conflicts.

Proposed Schedule: see attached

Features:

- A schedule is shown for courses with 3 contact hours, 4 contact hours and 5 contact hours.
- Scheduling is based on MW or TuTh schedules, F used as once a week scheduling.
- 3 contact hours accommodate a 3 unit lecture or a 1 unit lab
- The schedule for 4 contact hours demonstrates 2 options – red schedules just the course, green schedules for the 4 unit course with a 1 hour supplemental section.
- Campus hour is scheduled for Tu/Th 1:15-2:15pm with
- Each schedule includes consistent lunch and dinner breaks.
- It is recognized that some courses will not fit the scheduling grid
- Divisions will be asked to honor the universal breaks: mid-morning stop at 9:35am and mid-day break at 1:15pm.

Concerns:

- Will interfere with faculty that like to schedule office hours after class
- SI sessions are usually scheduled after classes
- It will make it hard to find substitutes and class observations

Analysis of usage:

- BSS and SOCS building – schedule is mostly 3 unit lecture courses
- The building has 21 classrooms
- In fall 2019, 248 sections were scheduled in SOCS
- It is possible to schedule 315 sections during regular hours.

To Be Considered: Metro schedule

Consultation List:

- Division Councils, Counseling, EOPS, FYE, HTP, MESA, and ASO first
- Senate and Council of Deans
- College Council

