



Academic Senate of El Camino College 2019-2020

May 5, 2020

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

Office location: Schauerman Library, Room 273

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

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

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

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



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Zoom information for Academic Senate Meeting 5/5/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/98036120344>

Or iPhone one-tap (US Toll): +16699006833,98036120344# or +12532158782,98036120344#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 980 3612 0344

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 5/5 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	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
Darilyn Rowan 21/22

Mathematical Sciences

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

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
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 & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

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

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

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

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

CAMPUS COMMITTEES:

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

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

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

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

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

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

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

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

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

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

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
 Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Renee Galbavy
 Hong Herrera Thomas
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
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Library Learning Resources

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Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
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 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

- Charlene Brewer-Smith
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 Dylan Meek
 Renee Newell
 Jack Selph

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- 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
 Izack Saucedo, ASO Representative

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- David Gonzales, ITEC
 Sharilyn Thomas, Student Services
 Stephanie Burnham, Humanities

Excused: S. Bray

ACADEMIC SENATE MINUTES

April 21, 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 fifth Academic Senate meeting of the spring 2020 semester to order on April 21st at 12:32 p.m.

B. APPROVAL OF MINUTES (p. 6-18)

D. McClelland: See pgs. 6-18 of the packet for minutes from April 7th meeting. P. Marcoux motioned, R. McMillin seconded. J. Escalante Troesh abstained.

Minutes were approved as presented.

Dean's Representative: David Gonzales, Industry and Technology Division

D. McClelland: Our deans rep for today is David Gonzales from Industry and Technology. Thank you for being here today.

D. Gonzales: I've been in the this position since January 2018. Prior to that, I was at Long Beach City College. Most of my career is in the private sector, most of that in advanced manufacturing. Really pleased to be here and to be part of the team.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland:

- Board approved P/NP procedure per our resolution at April meeting, more info for students coming soon
 - Video is in the process
 - Form and video will be coming out in an email very soon
 - Please keep in mind that students need to be mindful of consequences for transfer and professional/graduate programs later on
 - Don't have to meet with a counselor, but strongly recommended
 - Question from A. Ahmadpour: P is considered C or higher? DM: Yes.
- Accepted invitation to represent Senate at Federation E-board meetings
 - You are strongly encouraged to attend
- Noncredit liaison position for fall 2020
 - It would be similar to liaison position for online and digital education right now
 - Noncredit workgroup is going to come up with recommendation and will be presented later this semester
- CARES Act funding coming, \$11 mil, half directly to students
 - Will be distributed through financial aid office
 - College is in process of figuring out exactly how that's going to be distributed, what it's going to be used for, etc.

- Because it is federal money, undocumented students not eligible to receive these grants, so we will look at state grants to fill this gap
- Q from A. Ahmadpour: Are they getting any recommendation on the portion that they are going to use for students?
 - DM: Half a million will go directly to students
 - AA: Can chromebooks be purchased with this money for students who are unable to participate in on line education? DM: This is one of the intentions for this money. We can't exactly mandate how student spends it, but it would be intended for students who don't have a computer to pay for a computer, who need internet access or upgrade their internet; money is intended for educational related expenses.
- Question from K. Degnan: How will money be distributed?
 - DM: Through Financial Aid, through I think a grant. Dr. Shankweiler, do you know how that money is going to be distributed specifically?
 - J. Shankweiler: They are still figuring it out. One thing that has been suggested is that it'd be put on their card. Cannot go to dreamers because it is federal funding.
 - DM: Still working on specific details but will be through financial aid
- Question from L. Kjeseth: Back to the P/NP procedure. Will faculty need to handle this or will we give letter grades and the registrar will handle the P/NP part or will faculty have to manage both?
 - DM: The intention is that it is going to be handled through Admissions and Records. I don't know that a final decision has been made yet about whether the faculty will put in letter grade and A&R will go back and change it.
 - Will have more information as this is finalized. Hopefully by next Senate meeting will have more info. It is handled by A & R, so hopefully shouldn't be more work for faculty
- College council approved a mirroring resolution to the one we passed in Senate about Faculty Diversification Resolution, will go to BoT for approval in May
- ASCCC elections will be held over the next 3 weeks, plenary canceled
 - 3 separate cycles, I am voting delegate from our college

b. Chair, Curriculum – Janet Young

J. Young:

- Continuing with curriculum review
- Developing DE addenda with Divisions to meet Chancellor's Office directives
- Working with Dr. Shankweiler to complete required reports
- Entering courses in Curriculum in preparation for fall
- Our next meeting is a week from today on April 23rd at 2:30pm via Zoom

c. VP Educational Policies – Darcie McClelland

D. McClelland: I will yield ed policies time now to policies that will come up later.

d. VP Faculty Development – Stacey Allen

S. Allen: no report.

e. VP Finance – Josh Troesh

J. Troesh:

- March & April meetings cancelled for PBC because Fiscal Services is still transitioning
 - Special meeting called for April 30th – will have more on exactly what is going on with us and where we are going.
- Federal funding available to colleges. As this progresses, we may see federal funding coming in, not just to colleges, but to all impacted areas
- Impacts of pandemic – want to address a few things and provide some context and we can have bigger discussion later if necessary
 - This is what is known as Black Swan event in economics – Black Swan events means it doesn't have historical precedence so impact is unknown
 - Potential long term economic impact - would have impact on CA budget
 - A lot of CA budget comes from investment income and other income from higher income individuals
 - “This time is different” often used to scare people. Reality is that every time is different
 - Always begins differently, and always ends the same and that is that humanity doesn't dissolve into chaos and zombie collapse
 - Substantial permanent changes to economy
 - E.g., just like us, many people are now working from home, and that may make companies more comfortable and employees more comfortable working from home. There might be substantial change in how people do work
- LA Economic Development Corporation
 - Educational services and public administration in lowest risk category for job loss – should give some comfort
- If struggling financially:
 - Personal finances: pro-bono financial planning
 - Resource: XYPlanningNetwork.com

DM: Any questions or comments for Josh?

- A. Ahmadpour: Question about 11 million dollars being received. What Josh is saying is going to happen, maybe worse than this. I recommend to our President to spend the other half to fund our technology departments, in particular, distance education. Or, to buy laptops for teachers. As a way to really prepare in case we need to be online for Fall and after and I don't have to spend \$1,200 out of pocket, on top of all the other expenses I've had to operate and function as a teacher
- D. McClelland: I can pass that on. President was saying that the other half of this money that will come to the college to recoup money that we may have lost because of COVID or to spend on additional expenses because of COVID. So, funding for DE and personal technology for faculty to be able to teach all falls broadly under this umbrella. Making sure we have adequate tech to do our jobs is really important at this time.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: We did not talk about faculty laptops at our last meeting, but I've spoken to our President about it. They are aware, and hopefully this might be a good time to use that funding.

- Distance ed plan: we will be seeing in Senate pretty soon. A couple of conversations came up about need to identify courses that have specific hardware or software that are typically used in a lab setting on campus that when we switched remote students weren't able to access material and complete the course because of lack of hardware and software

- E.g. CIS class. A lot of students had Macbooks but needed a program called Access and there was a \$60 charge
- In graphic arts as well, used to using Macs and Adobe software, which is pretty expensive
 - Adobe has opened up their licenses but it's limited. I think it's going to end in March
- We are opening taskforce to identify those courses and get message out to student before they enroll
- Email move to cloud
 - Ongoing, division by division
- College Tech meeting right after this
- Report from SIG Consulting re: Colleague System
 - Good news is that they didn't recommend we replace the system. There are some updates and training that will help us be more effective and efficient in using that system

Question from A. Ahmadpour: In regards to issue of laptops, I think we can compromise by just buying something for teachers without supporting it. We were spending almost \$1,8000 including the support/warranty for it. I don't think we need to do that. I think we can spend \$600-700 and buy the surface or some other good Chromebook, and the rest we leave for teachers. We can save almost 70% by not buying the support for it. Or, give \$500-600 to each each and they will buy what is suitable for them.

Another thing is Zoom is not secure, people going away from Zoom. Cisco Webex safer to use than Zoom. So I was wondering if you can elaborate on the issue of Cisco vs. Zoom.

PM: Cisco Webex is embedded into Canvas. I prefer that myself. The issue we have to remember is the burden on our students. If you're using Zoom, and then an hour later I'm using Webex, it causes problems. In the meeting, we also talked about how some faculty aren't using Canvas. Once we get settled, especially since we're moving Summer online and possibly Fall, we're going to have to address some of these issues.

In terms of the laptops, the problem is not everyone has the same needs. They try to buy a machine that they can fix that suits the majority of our faculty. You may be able to use a Chromebook, but a lot of faculty can't because can't download certain software. We have to get software that our technicians are certified to fix, because that helps bring down the cost.

C. Brewer Smith: You were saying Adobe is going to end in March? PM: May or June, the end of this semester. CBS: Not for teachers? PM: This is for students.

R. Diaz: Counselors use Colleague daily. When will these updates and trainings take place? PM: We don't know yet. In the meeting right after this, they will be sharing the report. If you click on the link in the powerpoint, you can see the PDF report.

CBS: To print in a Chromebook, you have to print differently. That might be a problem our students might be having. PM: Yes, it does print different. CBS: So answering what Ali was saying, it's not an end all answer, but it is a resource.

AA: In terms of some teachers not using Canvas, don't you think it is time to require that every single teacher to make sure they can use online technology? DM: That is federation issue, not a senate issue. If we are going to be require people to get Canvas training, it is something that has to be negotiated.

C. McFaul: if you could pass on thanks to all the help we've gotten in making the transition from the distance education department. I appreciate it, and so does everyone else that I've talked to.

I have been using Proctorio, and I heard that our contract with Proctorio is coming due in June. Do you know anything about that? PM: I haven't heard what our plan is. That is coming from the state, the OEI that helped us purchase Canvas,

is discontinuing their relationship with Proctorio. I haven't heard anything about a replacement yet. Yes, I agree that the Distance Ed, Moses and Gema and Crystal have been absolutely amazing.

DM: I am planning to have a senate resolution to formally recognize our distance ed people for the amazing work they are doing.

We are going to have to move on because we have a really long agenda. If you have additional questions, please email them.

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

K. Degnan:

- SLO assessments are moving forward with only SLOs in courses that were online from the start of the semester.
 - We've shared this with division SLO facilitators and we've gotten back revised timelines
- ILO assessment will also move forward, but draw on only those courses that were aligned, being assessed this semester, and were online from the start of the semester.
 - Sample size for participation will be smaller
- Program Review is being pushed back one year. Stay tuned for details, but everything is going to be delayed by 1-2 semesters. No program review will be due for Fall 2020

C. Brewer Smith asked for clarification on program review timeline. DM: If you were supposed to be doing program review right now, it will be pushed back by one year. It says no program review will be due for Fall 2020.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- Summer and Fall online
 - Guidance from Chancellor's Office came out and we should prepare for summer and Fall 2020 to be online.
 - They are emphasizing that Spring 2020 now is a grace period. No one expected to be online so they are relaxing requirements for Title X and ACCJC, regular and substantive interactions. But, in summer and fall, ACCJC and the Chancellor's Office are expecting us to fully comply with online requirements to teach online. Message is we need to very thoughtfully think about what can be taught as distance ed course
 - If things can be transitioned, we need to set up plans to cover all scenarios
 - We may have things that we just can't offer online
 - These are decisions that need to come out of the divisions
 - Right now, we better plan for Fall to be online, how to get people ready
- Attendance accounting
 - Guidance that has come out about DSPS programs and I will be working with those as well
- S. Potter: Is there any discussion about whether science lab courses will be accepted as transfer courses from the UCs and CSUs? (If online)
 - JS: They are being forgiving for Spring, not for Fall. If we can't offer them, that decision needs to be made now before students starts registering.

- J. Troesh: has there been talk about using Canvas and Zoom, for students who are not excited about doing an online class the way we traditionally do an online class, to do a synchronous lecture class so students attend lectures while at home?
 - JS: Distance education can be synchronous, it is permissible, the problem is messaging for students that they are signing up for a set class time so they don't take two at the same time. JT: I was thinking maybe we make it look like a normal on-ground class, it's just everything is on Zoom.
 - JS: We have a committee working on that so we can make sure students know what they are signing up for
 - PM: We have to be aware our students are sharing computers with siblings who are in K-12, with other family members who might be working from home. They're sharing living quarters. Taking multiple classes. So we want to be very aware not put too much pressure on them in terms of doing completely synchronous. Maybe a hybrid like if you're supposed to meet twice a week, one day do synchronous and the rest online. So I think we have to get that message out as well that a lot of our students don't have their own space, their own computers to get things done.
 - JT: I understand those challenges. There are students that have expressed they are really hating not being in the classroom and not having the opportunity to interact with the teachers. I'm trying to think of how to give students as many options as possible and then allow them to choose what works for them based on the equity issues that you brought up.
- CBS: Jean, what about our hybrid courses? We can do our theory at home and do our lab in the labs and maybe we can cut our students in half and cut hours in half and still meet them and have social distancing as well.
 - JS: We are talking about all those different things and it's going to work differently for many different situations. As much as possible for Fall, maybe we can look at second 8 week classes that meet face to face, if possible. Every single class is going to be different; can we do hybrid in the beginning and face to face in the end? Hopefully by October or November we can be back face to face. We have to plan now for different scenarios. One that we don't come back, one where we come back in the middle.
 - CBS: Maybe split it where if you have 30 students, maybe work with 15 at a time?
 - DM: These conversations are ongoing. This is a situation that evolves daily and sometimes hourly. Be patient and rest assured there are people at the college that are working on these.
- JS: There are times when we spend 3-4 hours in a meeting, decide on something, and CCCCCO comes out with complete opposite
- AA: We should definitely indicate what kind of courses we are offering in the schedule of classes. Whether it will be hybrid or totally online or a combination, we should ask teachers to be prepared and know what exactly they are going to do in the course and reflect this in schedule of classes. DM: We are doing that, that's happening.

b. ECC VP of Student Services – Ross Miyashiro

D. McClelland: Ross couldn't make the meeting today, he asked me to announce that the Warrior Pantry is open Tuesdays and Wednesdays from 11am-2pm each week. If students are struggling with food insecurity, they can drive a car, ride a bike, walk up, and come to Warrior Pantry.

c. Online and Digital Education Committee-Mary McMillan

M. McMillan:

- Don't have anything to report, we were scheduled to meet at this same time and moved our meeting to Friday.

E. UNFINISHED BUSINESS:

a. Making Decisions Guide 2nd Reading and Vote-Darcie McClelland and Pete Marcoux

D. McClelland: Sent updated version to senators via email today. Motion to approve by P. Marcoux, seconded by C. Striepe. Any questions about new making decisions guide? Hearing none, let's go to voting. 26 yes, 0 no, 0 abstentions. Approved.

b. Resolution in support of Spring 2020 Semester extension for programs requiring in person hours to complete 2nd Reading and Vote- Darcie McClelland

D. McClelland: The longer it goes, the more I think this may end up being a moot point because we might not be allowed back on campus by June 30 but just in case. This would be for limited number of courses that require in person hours, e.g. Cosmetology, Respiratory Care, or Rad Tech. Instructor would have to show that program requires in-person instructional hours for students to fulfill completion and/or licensing requirements.

A. Ahmadpour motioned, B. Isaacs seconded. Any questions?

- C. McFaul: I'm with the Rad Tech program and this does not help us whatsoever. So if it's being done to help our type of program, it doesn't. I don't want it to cause confusion. If it's specifically for programs that require clinical hours, students are missing 10 weeks of clinical hours out of 16 weeks and won't be able to make it up in 2 weeks that this is going to give them. In addition, I don't think clinics will let students back in June.
- DM: I'm going to look to those of you who are in programs that we are talking about that need additional hours. Is the consensus that this is a moot point? CBS: For Cosmetology, it wouldn't help only because there are a lot of hours, and would only help if our classes were going on right now. I was hoping more for using summer to recover. That's what would help us. Use those 8 weeks to recover what we lost in Spring, especially for Freshman class. Come Fall, Freshman would have to start all over.
- DM: We may be able to do that with incompletes or something like that.
- Y. Kawasaki: This would help Nursing because we are getting back into the clinical setting. The last piece of our semester is a preceptorship but because there are limited facilities, it might take longer for our students to get their preceptorship hours so it would help if it were extended
- DM: I personally feel that if even one program would benefit that we should allow this. I'm hearing from a Senator that it would help their program. It's sounding like Nursing would benefit mainly.
- YK: We definitely would benefit.

27 yes, 0 no, 0 abstentions. Passes. Will send on to the Board for May.

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

D. McClelland: Motioned to approve by P. Marcoux. Seconded by C. Brewer Smith.

- Ed policies worked on getting a uniform policy and procedure for field trips and excursions. [Please see p. 47 of packet for definitions]
 - A field trip is part of a class and the college arranges transportation
 - An excursion is not part of an academic class
 - An alternative class site is when location is different but students have to arrange their own transportation, and should occur during class time.
- Major change we made last time was to paragraph at top of second page of this procedure [p. 48]. I reworded to: students who cannot participate in a field trip due to circumstances outside of their control, including but not limited to documentation status, incarceration status, or financial hardship will be provided an alternative assignment. The student must give notice that they will be requesting an alternative assignment prior to the field trip.

- Reminder that alternative class site activities should occur during class time. Please don't schedule a field trip outside of your time during someone else's class. Obviously, sometimes that can't be avoided, but within your power.
- J. Hardesty: If I take a group of students to the museum during my normal class time, is that considered an alternative class site if we only do it once? Or does it have to happen on a reoccurring basis to be defined as an alternative class site? DM: It can happen once and that is an alternative class site. So if you change the location and your students are responsible for their own transportation, then that is an alternative class time
- A. Ahmadpour: What if it happens during the weekend? If I make myself available to students and they come on their own with their own transportation, is there any problem with that?
 - J. Shankweiler: That's an excursion, but then you would have to set up an alternative activity. AA: Of course, yeah, they can go on their own on another day.

Let's go ahead and vote: 27 yes, 0 no, 0 abstentions. We will move this on to College Council.

F. NEW BUSINESS:

a. AP 5203, Lactation Accommodations, 1st Reading-Darcie McClelland

- D. McClelland: We are seeing this because we as faculty are required to allow for accommodations for our students and make sure students don't have negative repercussions because of needing accommodations for lactating. In Council of Deans, we changed this to person and not woman so we are not exclusive. Any questions about this?
- Need to provide a reasonable amount of time to accommodate their need.
- C. Brewer Smith: Does student need to let instructor know? DM: Yes. CBS: What is reasonable? DM: at discretion of faculty member. CBS: Do we need to put that in there, to communicate to us? Just want to make sure we're covered. DM: To some extent, up to the discretion of faculty member.
- A. Ahmadpour: Will this above and beyond what we do with SRC?
- DM: Well, it's different. Specifically, the SRC accommodates students with disabilities or learning differences, but this is something who needs time outside of time to lactate.
- AA: Can I use this as justification to extend an assignment? Can you give us a scenario/context? DM: This spring, I had a student who had a baby and I have 4 ½ hour class, and in middle of lab student would excuse herself for 15 minutes to use breast pump. That is an example. AA: That is fine. So it mainly falls on teacher to identify this as such. Is there any subjectivity on this?
- J. Troesh: My wife and I just went through this. I don't think this should be part of policy, but good general rule that lactation is not a highly scheduled thing. It is very dependent on woman, when she breastfed earlier that day, etc. We don't need to stop class to allow this, but we should be flexible with female students who are doing this. Because it can take 10 minutes just to start lactation process. As faculty we need to be flexible that this is not a scheduled thing.
- CBS: This is why student needs to let teacher know, if they are missing something, it is their responsibility to get what they need to get. If teacher knows, they can leave the handouts. It covers us as far as what they are doing in the time they are missing outside of class.
- J. Shankweiler: The paragraph that the students will not incur a penalty is in education code, so we have to accommodate it. DM: So if it is during an exam, we cannot penalize students. Dr. Shankweiler, how many lactation rooms do we have on campus? JS: Student services building has one. One in Coms in faculty restroom. I'm not sure about other areas. Typically, if students go talk to division office, they can find a place. All new buildings we're planning have lactation rooms planned.

- DM: We are going to need to be flexible with timing and this is a situation where we should probably give student the benefit of the doubt. We will bring this back for a second reading. If you have any questions, please email them to me.

b. BP/AP 4025, Philosophy for Associate Degree and General Education 1st Reading-Darcie McClelland

D. McClelland: going to skip for now, will come back to it at the end if we have time.

c. Officer Elections-Pete Marcoux

P. Marcoux: Do I have any other nominations for office of president for 2021-2022?

- A. Ahmadpour: I want to raise something in this regard.
 - PM: Do you have someone to nominate?
 - AA: No, but I have comment to make. It's about nature of elections. I've mentioned this millions of times and did some research on this. I attended meeting at Santa Monica College, and in particular for Academic Senate President they have one Friday where it is a non-instructional day, and the president nominees will go from division to division and give a lecture and share their vision and views. And the division, both part-time and full-time teachers, will vote. Every single faculty will vote on who will be president of Academic Senate. It is a very important position.
 - PM: What you need to do is have a resolution to change our Constitution. It's in our constitution, we are following what is in constitution and bylaws. If you want to change the process, start there.
- PM: Any other nominations for president? Seeing as there are none, I would like to make a motion to forgo voting and elect Darcie for President for next two years. Seconded by A. Ahmadpour. 29 yes, 0 no, 0 abstentions.

Second election is for VP of Instructional Effectiveness where Kevin Degnan is serving. Any other nominations from the floor?

- AA: I nominate Hong Herrera Thomas.
- PM: Hong, do you accept the nomination?
- H. Herrera Thomas: I am substituting in for Kristie just for the semester, so I don't think it is appropriate if I was elected. Thank you so much though, Ali.
- PM: Motion to forgo election and elect Kevin Degnan to VP of Instructional Effectiveness, seconded by A. Josephides. 25 yes, 0 no, 0 abstentions.

G. INFORMATION ITEMS – DISCUSSION

a. Block scheduling-Jean Shankweiler

J. Shankweiler: We had a committee that looked at block scheduling.

- Set some guidelines in terms of how we can schedule courses to minimize overlap
- There are a lot of different classes, didn't try to schedule a grid. But most courses start with 3 hour contact hour, that's our 3-unit lecture classes
- If could have find uniform blocks of time where we keep all those classes scheduled and minimize the times where they would be overlapping.
 - Did the same thing for 4-unit and 5-unit courses
- Looked at if we could have some similar break times. Lunch break stays consistent over all the possible scheduling
- We looked at College Hour, and most people voted to keep college hour on Tuesdays and Thursdays 1:15-2:15

- We also tried to look at a consistent dinner hour with a consistent start time for evening classes, it's not entirely consistent. For the science classes, it won't work so they will probably start earlier
- Have a consistent start time so students know what to expect, try to work around these blocks. If it won't fit, at least try to have it end at one of the break times
- It's not perfect, there will be issues no matter what we try to do
- Robin is on the committee and he counted and there is some obscene number of starting times for courses, so we're just looking for some consistency for people to follow a grid for most of their scheduling
- P. Marcoux: Academic Senate might have to fit our meeting around college hour. JS: You could start at the beginning of lunch hour and go till the end of that block
- PM: We surveyed a lot of people. There will be outliers, but works for majority of classes this will fit
- JS: Data analyst looked at 3 hour classes to see if we could still schedule as many classes as we currently do. We could fit as many, if not more
- PM: When do you foresee us starting with this? JS: I was thinking for Fall 2021. Fall 2020 is already scheduled.
- A. Ahmadpour: Can you highlight major changes to what we currently have?
 - JS: We have a lunch break that we don't currently have, that is just to have a consistent end time for students
 - College hours are shifted, right now it's 1-2 and here it's 1:15-2:15
 - We didn't have blocks for the afternoon before
- If you have a four hour lab, you might have to use one of the five hour blocks. For evening time, starts a little later.
- J. Troesh: For evening times, would it be possible to have two alternatives, one with 6pm and one with 5pm dinner hour and divisions would decide which dinner hour makes sense?
 - JS: That kind of defeats the purpose of having a block schedule. I expect not everybody's going to be able to fit that in. There is a lot of people that say 6pm is too early and students can't get in and get something to eat before six before they're coming from other jobs. Dinner hour is more for faculty who teach in afternoon and need break for the evening. We could move that up a little, too.
- AA: I have a question for morning classes. Most classes start at 8 instead of 7:45. In that case, for those of us who teach classes back to back, we will only have 10 minutes? We used to have 20 minutes.
 - JS: If your area wanted to schedule it earlier, you could. The point is we want to try to stop it so students can get to the next class at 9:35.
- PM: In the past, part-timers were allowed to schedule classes during college hour. This would change with this, right Jean?
 - JS: That's my proposal that we not allow anybody to schedule during college hour because we want faculty to participate in committees.
- J. Hardesty: Is there a recommendation for classes that meet twice a week for a total of 6 hours per week?
 - DM: You could follow this and like the in blue one, where it says three contact hour courses, you could just use multiple blocks.
- T. Lau: Were office hours taken into consideration?
 - DM: That you would still schedule to your own schedule.
- S. Burnham: Are we definitely going to a block schedule or is this still a proposal?
 - JS: We have an informal one right now, this is just codifying it. At this point it's a proposal but it lends structure as we're trying to implement our live scheduling software.
- AA: So no one can schedule a class that starts at 7?
 - JS: You would schedule so they can finish the 9:35 class or before the 11:10 class, depending on how long your class is.
- C. Brewer Smith: Will we be able to modify this if it doesn't fit into one of these 3 examples?

- JS: Your classes are like 8 hours a day so not going to fit in a 3 hour time block. For your classes, it is unlikely they are taking a history class as well, so if you need to start earlier to end at a reasonable time, we don't want classes that go too late into the night.
- DM: Impossible to accommodate every single class on campus. The committee tried to do something that would accommodate most sections. We know there will be exceptions. JS: Using this as a guideline, if you have to run over, shift your start time a little earlier or later so it fits one of those breaks so students have less conflicts as they try to schedule.
- R. McMillin: My only concern is the Tuesday-Thursday afternoon starts late, 2:45.
 - JS: It is a little later than 2, but not a lot later. Just for Tuesday/Thursday, not Monday/ Wednesday
- DM: Please share this with other people in your department, so that more faculty can hear about this and give input. I will send out just this information for you to share. We are at 2pm.

Motioned to adjourn by A. Ahmadpour, seconded by B. Isaacs.

H. FUTURE AGENDA ITEMS:

- a. Low Cost Course Designation
- b. CTE Programs Update
- c. Distance Education Plan

I. PUBLIC COMMENT

None.

J. ADJOURN

The meeting adjourned at 2:00 pm
RD/ECC Spring 2020



El Camino College

College Council Minutes

Monday, April 6, 2020

1:30 – 2:30 p.m. Via Zoom

Attendance

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

Absent

Kenny Galan

Support/Alternates

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler, Carolee Vakil-Jessop

Presenters/Guests

Julieta Aramburo

Michelle Arthur, Jeff Baumunk, Carla Cain, Loretta Lau, Coleen Maldonado, Gary Medina, Roy Summers

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the meeting and attendees introduced themselves.

After review, the minutes from the March 2, 2020 meeting were approved.

South Bay Promise Update

Julieta Aramburo provided a positive [update on the South Bay Promise program](#) including, communications with current cohort and potential students, the number of applicants, challenges, opportunities, next steps and other news.

Topics of Discussion:

- Due to the COVID-19 outbreak, we may see an increase in enrollment and South Bay Promise applicants for the fall term. Students may want to stay close to home rather than go away to a four-year institution and risk having to return home mid-semester. If all course offerings continue to be online, students may also feel it is more practical to take these courses at a community college rather than a university. Families that have been hit economically due to the pandemic may have planned for four-year institutions and may not have that option any longer.
- Recruitment to various cohorts and open forums are conducted virtually. We are finding families are participating in the sessions.
- There is a second application deadline - July 8, 2020. This deadline is not being publicized yet to keep the process consistent to previous years and to get the majority of the applications in by the April 30 deadline.
- Applications for the South Bay Promise continue to be received even after going remote on March 19. Applications received for the summer is exceeding the rate of fall applications. It will be interesting to see if these students will continue to stay for the fall term.
- A flyer is being developed with information on the various programs/cohorts. This information will also be available on the Promise web page. Links to all cohorts are currently published on the Promise webpage.
- Surface Go tablets and calculators will be provided to South Bay Promise students.

2. Technology Update

Iris Ingram provided an update on the Strata Information Group (SIG) final report on our ERP system. The final report is ready. However, the presentation to the Technology Committee was scheduled on the day the campus decided to move courses online. This was not an opportune time for SIG to come to campus for a presentation. Additionally, faculty did not respond to the request for a focus group. A student focus group provided feedback. Their input has been included in the report. A final presentation will be given to the Technology Committee virtually, once a meeting of the Technology Committee can be scheduled. This will be more effective than distributing the report to committee members for review. The presentation will include a work plan for the campus with suggestions for improvements of our current ERP system, Colleague.

Iris also provided an update on the distribution of laptops for telecommuting staff members. Equipment is currently being distributed to essential staff who require laptops and/or VPN. If new requests are needed, please email Iris.

3. Organizational Design Discussion

Jean Shankweiler provided an overview on the reorganization/redesign of meta majors as a result of Guided Pathways. During Fall Flex day, the meta majors were unveiled from the card sorting activities last year. In general, programs landed in the same general areas they have been historically. For those meta majors that did not align with their current divisions, three categories were identified:

- 1) Programs that want to realign
- 2) Programs that want to stay in the same division
- 3) Programs with logistic hurdles to overcome in order to realign. More time is needed to evaluate these programs.

Public Safety (Administration of Justice, POST, Fire Academy, EMT, Paramedics) felt they aligned very well with Allied Health (Nursing, Rad Tech, Respiratory Care) and are very willing to go to the HSA division. Chief Baumunk is facilitating the move to be effective next year.

Art History feels they align with the History department in Social Sciences. They are going to make the move to the Behavioral and Social Science Division. The logistics in terms of the catalog and curriculum are manageable.

Cosmetology and Fashion felt, due to certifications, training, licensing and external governing bodies, they aligned better with Industry and Tech rather than the suggested alignment in Fine Arts. They will remain in the Industry and Technology division with the meta major illustrated in Fine Arts.

Communication Studies is placed in a few different divisions in different institutions – Humanities, BSS or Fine Arts. ECC Communications felt they aligned well with Behavioral and Social Sciences, consistent with the meta major grouping. However, Communications is a large department to move into such a large division. Additional support would be needed for the Dean in that division if that move were to happen. We have decided to hold off and investigate for a year.

American Sign Language is a department in a unique situation in the Special Resource Center. Discussions with that department, the meta major committee and various areas are ongoing.

STEM is another challenge. Math and Engineering are a division and Science is another division. Putting them together into one “mega” division would not be practical. Similar to Cosmetology and Fashion, the divisions will remain unchanged but the illustration on the meta major chart will be together as STEM.

The Student Health Center is a student service and will be moved under the Vice President of Student Services.

Athletics is currently in Student Services and could be considered either Academic Affairs or Student Services. To balance out the move of the Student Health Center to Student Services, Athletics will move to Academic Affairs.

The Special Resource Center clearly belongs in the students' services area. However, American Sign Language, the Deaf and Hard of Hearing Interpreter program and Educational Development all offer academics. This needs further consideration. It is agreed that SRC will stay in Academic Affairs for at least another year.

A document will be prepared for the next meeting for further clarity and discussion.

Topics of Discussion:

- How do we organize these new alignments in terms of the 2020-21 budgets?
- The reorganization/realignment plan was discussed in Academic Senate.
- Will the changes to Public Safety be affected by the COVID-19 outbreak? The goal is to make the change effective July 1, 2020. The physical move to the HSA building may be postponed.
- Guided Pathways is the primary driver for the organizational structure to support the Guided Pathways initiative. One of the goals for College Council is to "Consult collegially on the organizational structure needed to support Guided Pathways at El Camino College". This discussion and the follow up materials at our next meeting will satisfy this goal.

4. Institutional Commitment to Diversity

Dena Maloney provided background on Academics Senate's resolution on Institutional Commitment to Faculty Ethnic and Racial Diversity. Should College Council make a similar recommendation and resolution for Board consideration? The intent was to attend a symposium offered by the Chancellor's Office on faculty diversity and create a document to bring to College Council for consideration. The symposium was cancelled. Instead, the EEO plan for 2016-2019, the EO plan for 2019-2022 and our updated Mission, Vision and Values statement were reviewed as well as the Academic Senate's resolution and a [draft resolution](#) was crafted. An overview of the document was provided.

Topics of Discussion:

- Benefits of the resolution – Students tend to succeed when learning in an inclusive environment including faculty utilizing culturally responsive teaching practices and who, to some degree, reflect the makeup of the student body. This is the focus of the drafted resolution.
- This resolution is in addition to the board policy and administrative procedure.
- The needle has not moved much since the implementation of the EEO and EO plans. This resolution will reemphasize the value we place on this issue and has the voice of College Council in partnership with the Academic Senate.
- The Senate feels it is important to put the commitment to diversity in writing. Diversity tends to be a topic where there is usually a lot of talk with follow up actions lacking.
- The plan, prior to the COVID-19 outbreak, was to conduct a Professional Development Fall Flex day that is focused around equity and diversity. The breakout sessions would focus on implicit bias awareness and the role implicit bias plays in minimizing diversity within a community and how it stands in the way of equity. Fall Flex day would be the start of a year focused on training and workshops on culturally relevant teaching practices, implicit bias and decision-making, etc.
- The College Council resolution is much broader than that of the Senate's. Other ideas and thoughts are encouraged.

- This is a huge step forward for El Camino. Our faculty and Academic Senate should be recognized for supporting this initiative. This initiative should go beyond “teaching” but extend to our non-instructional faculty (librarians and counselors) who are student facing.
- The last two weeks, have brought to the forefront, the vulnerable student population and the importance of culturally responsive practices. These high-level documents and commitment to equity are commendable.
- Should this initiative be expanded to all staff? The classified staff is the most diverse employee group. The faculty is the least diverse and most misaligned of the employee groups, given our student population. There is work to be done in all areas, but in keeping with the Senate and its focus on faculty, it make sense we try to make the most change where it is most needed. Academic Senate’s purview is the faculty. As such, their resolution is focused on their specific purview. Is there strong opinion on further broadening the College Council resolution or stay where the most benefit can be achieved at this point? Faculty have the most contact with our students and highly influence our students. The resolution should stay focused on the faculty for what we are trying to accomplish.
- Please email Dr. Maloney with any changes or feedback. The goal is to look at the resolution again on April 20 and bring it to the Board in May.

5. Adjournment

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, 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, April 28, 2020

1:00-1:50 pm via Zoom

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	Analu Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
	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

Cancellation of Spring Events/Activities: The committee discussed the need to cancel a variety of events in response to the COVID-19 pandemic, including the Faculty Symposium, Informed & Inspired, and the Faculty Book Club. Soon after the stay-at-home directive in March, co-facilitators CS and AJ quickly shifted the format of the FBC from in-person to online utilizing Microsoft Teams. Unfortunately, it soon became apparent that participation in the FBC would be significantly impacted by the need to focus efforts on transitioning to remote instruction. In consultation with the FDC and Professional Development and Learning, CS and AJ cancelled the FBC for the semester. Although we are currently uncertain about in-person instruction for the fall semester, the FDC agreed that CS and AJ should prepare to facilitate the FBC utilizing the Teams site.

Spring 2020 Professional Development Day – Harnessing the Pillars of Wellness for Personal and Student Success: The committee spent considerable time reviewing the results of the Spring PD Day survey. Of the 246 who responded, the majority indicated that the keynote presentation, “Creating Health and Happiness: Pillars of Well-Being” by Karen E. Lyons, MPH, Director of Workforce Health Consulting Group at Kaiser Permanente, was of great value. Additionally, data suggest that faculty presentations on wellness were also of great value. The FDC was quite pleased with qualitative comments noting a sincere appreciation for an inclusive, informative, and inspirational general session. While some respondents were critical of the morning presentations, the overall consensus was quite positive. The FDC reviewed responses to Question 12: Which breakout session did you not attend, but wanted to attend? Recommendations will be made to reprise those sessions with the highest number of responses. SA noted the Warrior Wellness program is planning to host a series of webinars this semester which may provide an opportunity to repeat some of the wellness-themed breakout sessions in an online format. AA recommended that the college explore alternative formats for future PD days and to consider moving PD day to a later date in the semester. A robust discussion followed concerning the likelihood that Fall 2020 PD Day is likely to occur online given the COVID-19 pandemic. A theme centered on equity, access, and the digital divide may be especially timely given the current need to provide remote instruction.

Adjourned 2:00
SA/5.1.20

AP 5203 Lactation Accommodation

Reference:

Education Code Section 66271.9

The District shall provide reasonable accommodations ~~[on its respective campuses]~~ for a lactating ~~student~~ ~~woman~~ ~~individual~~ to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever ~~a student is required to be present~~ on campus. Reasonable accommodations include, but are not limited to, all of the following:

Commented [MD1]: Student or employee

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto ~~a the~~ college ~~or university~~ campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating ~~students~~ ~~woman~~ ~~individuals~~ shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

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

POLICY & PROCEDURE SERVICE

AP 5203 Lactation Accommodation

Reference:

Education Code Section 66271.9

NOTE: *Effective January 1, 2020, districts are required to provide reasonable accommodations for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A procedure on lactation accommodations for students is not legally required but is **suggested as good practice.***

The District shall provide reasonable accommodations [**on its respective campuses**] for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever a student is required to be present on campus. Reasonable accommodations include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto a college or university campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating students shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

NEW 3/19

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Resolution in Support of Faculty Usage of ECC Version of Canvas for Online/Remote Instruction

Whereas El Camino College provides a Learning Management System (LMS) for the support of face-to-face courses and the delivery of hybrid and online courses;

Whereas use of the official El Camino College LMS (e.g. Canvas) is required for online and hybrid courses in order to comply with requirements for authenticating student identification as outlined in AP 4050;

Whereas all student records including those in the LMS must be safeguarded in a manner that complies with the Family Education Rights & Privacy Act (FERPA);

Whereas the El Camino College Online & Digital Education Office can only offer support to students and faculty who are using the official campus version of the LMS;

Whereas in the event of any circumstance that requires the use of the LMS to support instructional continuity for one or more students, it is essential that the Online and Digital Education Office be capable of offering remote support to both faculty and students;

Whereas El Camino College cannot access records on an LMS hosted by another public or private entity to resolve any issues that might arise through student:student or faculty:student interaction without issuance of a subpoena;

Resolved, that the Academic Senate of El Camino College recommends that all El Camino College faculty using an LMS to support or deliver materials and/or instruction use the LMS provided by the college.

Be it further resolved that, the Academic Senate of El Camino College strongly encourages the use of the LMS provided by the college for all courses delivered as remote/distance education including but not limited to online classes and emergency remote instruction.



Distance Education Plan 2019 –2022

Department of Online and Digital Education
distanceed@elcamino.edu

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Executive Summary

This plan was created as a road map for strategic growth of online courses, programs, faculty development, and student services using an equity lens at El Camino College. It integrates with the Educational Master Plan and the Technology Master Plan of 2019 – 2022.

The workgroup creating the plan found that, while integrating fully with the College’s mission, the Department of Online and Digital Education¹ has a distinct mission to provide online students with high-quality, equitable education, and support services. An essential part of this mission is faculty development, so instructors are equipped with the knowledge and tools they need to deliver high-quality, accessible courses online.

Recent statewide initiatives—including adoption of the Canvas LMS and the Online Education Initiative (OEI)—along with enrollment trends, reflect a strong demand for online classes.

Thus, El Camino College Department of Online and Digital Education needs to plan for growth to support the increasing number of distance education courses. This will serve as the first strategic plan, which includes the College’s overall enrollment management plan and part of the accreditation self-study.

Student success rates in fully-online courses have historically been lower than in traditional courses; however, there is a trend toward convergence in success rates. Student access to online education is wide open, as long as technology thresholds are met. Ensuring students are prepared to learn in the online environment remains a challenge. In order to address equity issues in distance education², this plan outlines an approach for ensuring students understand the requirements in online courses, and the strategies they can use to overcome potential barriers to their success.

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

- A. Development of processes and infrastructure to ensure equity and quality
- B. Expand online opportunities
- C. High quality instructional program
- D. Improved online course experience for all students
- E. Comprehensive academic and support services

¹ Formerly Distance Education Department

² Distance education encompasses asynchronous or synchronous fully-online and hybrid courses.

Implementing these initiatives successfully will entail organizational change, better faculty development, and centralization of access to student services.

Purpose and Alignment with ECC Mission

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

The Distance Education Plan was developed by a workgroup originally convened in Fall 2016, which conducted internal and external analyses of the distance education landscape. It was updated by a newly assembled workgroup in 2019, before being sent through collegial consultation. Based on these and other analyses, it proposed initiatives and improvement plans for the College to achieve within the next three years. Membership of this workgroups, the list of reviewers, and consultation on the plan are provided in Appendix A.

El Camino College Mission and Vision

The El Camino College Mission is the foundation for all planning at the College. The Vision establishes a roadmap for institutional improvement. Together, they guide the development and implementation of the Department of Online and Digital Education mission and vision.

El Camino College Mission

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

El Camino College Vision

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

El Camino College Values

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

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

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

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

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

Online and Digital Education Mission and Vision

Department of Online and Digital Education mission and vision, based on the College mission and vision, guide the overall development of the Distance Education Plan. They also promote the

implementation of best practices in the field of distance education through quality course design and online pedagogy.

Online and Digital Education Mission

The Department of Online and Digital Education at El Camino College is committed to utilizing sustainable and current technologies and methodologies to provide equitable, fully accessible, affordable, and effective online instruction that promotes student learning and success.

Online and Digital Education Vision

The Department of Online and Digital Education at El Camino College will be a premier provider of equitable, high-quality online courses, degrees, and certificates in a manner that is consistent with the College's overall vision and the standards set by California Community College State Chancellor's Office's California Virtual Campus-Online Education Initiative. In this manner the program works to transform and enrich our students' lives and strengthen our community.

Distance Education at El Camino College

Distance education is one of the means through which the College assists students in accomplishing their learning goals. Online education opportunities have been offered at El Camino College since 1995.

The Department of Online and Digital Education has experienced numerous transitions during its history, including program enrollment fluctuations and shifts in delivery methods (e.g., tele-courses, hybrids, fully online). Historically, online courses at ECC included an on-campus component. Now, however, section offerings are taken remotely without visiting campus. This change allowed for expansion of the distance education courses beyond the South Bay service area.

Service Area Outcomes

Online and Digital Education has two Service Area Outcomes that have been approved by the Distance Education Advisory Committee:

- Faculty teaching distance education classes at ECC will design courses according to the OEI Course Design Rubric.
- Online and Digital Education will support the expansion of online courses at ECC.
- Online and Digital Education will provide faculty with professional development that supports student success and equity.

Online and Digital Education Administrative Structure & Staff

The Department of Online and Digital Education at El Camino College is led by a Distance Education Faculty Coordinator, under the oversight of the Director of Library & Learning

Resources who reports to the Vice President, Academic Affairs. Day-to-day support operations are conducted by the Learning Management Systems Specialist. In 2017 the long-time Distance Education Faculty Coordinator retired, and the position was filled by Interim Distance Education Faculty Coordinators until July 2019, when a new full-time 12-month Distance Education Faculty Coordinator was hired. In the two-year transition period of 2017-2019, Media Services was separated from Distance Education so that the Distance Education Faculty Coordinator could focus all efforts on all aspects of online and digital education, including distance education.

The Department of Online and Digital Education

The Department of Online and Digital Education (ODE) is the point of contact for faculty, students, and staff in providing comprehensive support to assure effective implementation of learning technologies, technical, administrative, and software support. The ODE is staffed by one classified staff member. In Fall 2018, the staff member was reclassified from Instructional Media Coordinator: Distance Education to Learning Management Systems Specialist to more accurately reflect the current duties of the position. This position supports students and faculty with technical assistance via phone, email, and chat; troubleshoots their learning management system access issues; works with the Information Technology Services (ITS) Division on systems implementation; and addresses other needs in relationship to online and digital education. ODE also supports the Distance Education Advisory Committee, policy enforcement, and other administrative functions relating to educational technology and the campus community.

Online and Digital Education Technology and Software

The Department of Online and Digital Education collaborates with ITS to provide access to the Learning Management System, Canvas. Within Canvas, the office provides access to a plugin that allows for easy date changing; an online plagiarism software; an online platform to connect with Counselors; online tutoring; a course evaluation tool; and an interactive video service platform. ODE is also implementing the Student Readiness module provided by OEI to support students in determining their level of preparedness for an online class.³ The office also supports connection of Software as a Service (SaaS), video conferencing (e.g., WebEx, ConferZoom), products purchased by the campus (e.g. Microsoft Office 365) or by specific academic divisions and departments (e.g. publisher materials) that connect to Canvas through the Learning Tools Interoperability (LTI) standard in order to safely and securely transmit student records between different tools and the Canvas LMS.

Online and Digital Education Advisory Committee (ODEAC)

The Online and Digital Education Advisory Committee (ODEAC), formerly named Distance Education Advisory Committee (DEAC), was adopted as a subcommittee of the Academic Senate in 2017 to foster closer ties with the faculty and to be more responsive to their needs. Previous

³ A full list of the Software that ODE offers is available on the [Online Resources](#) page.

to 2017, the previously named, DEAC was a campus advisory committee. ODEAC is comprised of faculty representatives from Academic Divisions and Counseling, administrators, and staff that meet regularly to advise, recommend, discuss, and evaluate educational technology, policy on use of educational technology, and educational technology needs and ideas that directly effect and support distance education at El Camino. The work of the committee provides direction to faculty in designing courses to be taught in online or hybrid modalities. ODEAC is led by the Distance Education Faculty Coordinator, who sets the agenda, and works with the Educational Policies Committee and Academic Senate, the Director of the Library & Learning Resources, academic division deans, and the Vice President of Academic Affairs to make sure that all policies are vetted via the collegial consultation process. ODEAC has an Academic Senate liaison who transmits priorities and concerns between the Academic Senate and ODEAC. ODEAC and the Department of Online and Digital Education through this partnership receive feedback and support from the Academic Senate on certification training for teachers preparing to teach online, and methods for evaluating online and hybrid courses.

The Online and Digital Education Advisory Committee (ODEAC) proposes policies related to online and digital education, such as: regular and substantive interaction, accessibility, federal, state, and accreditation standards, enrollment and student performance tracking, faculty feedback surveys, student satisfaction surveys, and effective instruction. Recommendations from ODEAC are presented to the Academic Senate.

Campus Leadership and Governance

Online and digital education concerns, including distance education, are addressed in a variety of ways. The aforementioned ODEAC, and the College Technology Committee, which has representation from across the campus community, discusses online and digital education issues related to technology. The College Technology committee authors the College's Technology Master Plan, which connects the College's use of technology as part of a high-quality learning environment, to support student equity and achievement. ODEAC recommends and develops guidelines for faculty and administrators for DE courses, including pedagogical, accreditation, technical, legal, and organizational best practices. However, these guidelines do not provide recommendations concerning the content of online and hybrid courses, which is the purview of the College Curriculum Committee. Since Fall 2019, the Distance Education Faculty Coordinator has served as an ex-officio member of the College Curriculum Committee. The Distance Education Faculty Coordinator and the Learning Management Specialist are also members of Enrollment Management in order to support the growth and improvement of online and hybrid enrollments. The Distance Education Faculty Coordinator also serves on the Academic Technology Committee – another Academic Senate subcommittee that focuses on instructional technology needs. The

chair of the Academic Technology Committee is also a member of ODEAC; this facilitates collaboration and connection between the committees.

Faculty Development for Online and Digital Education

The Office of Online and Digital Education is charged with providing professional development to faculty for all tools used in the delivery of Distance Education, as well as, those used for hybrid and face-to-face teaching that interact with the College’s Learning Management System.

In order to ensure that instructors possess the skills required to create and effectively teach high-quality distance education courses, ECC offers an Online Learning and Teaching with Canvas (OLTC) Certification course. At the recommendation of ODEAC, the Academic Senate approved the use of the OEI Course Design Rubric as the standard for the College’s distance education courses. The current version of OLTC uses the OEI Course Design Rubric as its underpinning and covers uses of Canvas as a virtual classroom, policies that inform online teaching and learning, and best practices for online pedagogy.

The Department of Online and Digital Education also provides training in Canvas, the LMS, for face-to-face and hybrid courses, as well as training in advanced topics and tools for teaching online and hybrid. The Department of Online and Digital Education has sponsored well-attended forums where faculty teaching online, hybrid, or web-enhanced face-to-face are given an opportunity to share best practices. These events include: The Distance Education Institute and the CanInnovate Conference. Expansion of professional development offerings by Department of Online and Digital Education will include more focus on digital tools in Canvas and other educational technology tools.

Department of Online and Digital Education Current Strengths, Weaknesses, Opportunities, and Threat

Distance education has been a continual course delivery modality since the California Community Colleges (CCCs) offered their first course in 1979⁴. However, recent statewide initiatives, like the Online Education Initiative (OEI), and enrollment trends reflect strong interest in increasing online offerings, improving experiences, and opportunities for students. To help understand the

⁴ California Community Colleges Chancellor’s Office (2015). California Community Colleges lead the way in online education. Accessed on September 12, 2016 at http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JUN2015/PR_CVC_6-8-2015.html.

current state of the program and potential areas of growth, a Strengths, Weaknesses, Opportunities, and Threats analysis has been undertaken.

Strengths

Given its large instructional workforce and populous service area, ECC's historically small distance education offerings has much potential to grow. Distance education course development has been instructor-initiated, with between 60% and 70% of courses having approved distance education addendums, as of Fall 2019.

At El Camino College, student demand for online course offerings is high. Nearly 94% of ECC's distance education students indicated they would likely take another online course at ECC, and 30% of all ECC students surveyed indicated their number one preferred instructional format was online only or hybrid⁵.

Quality online instruction continues to be the mainstay of Department of Online and Digital Education as it looks toward the future. Title 5 of the Education Code requires that faculty practice student-centered instruction. Central to enhancing quality is to establish and maintain regular and substantive contact that facilitates student-centered instruction and increases the achievements of student learning outcomes, through faculty-to-student and student-to-student contact.

The OEI Course Design Rubric is one of several resources that support online instruction and student-centered interaction. To support a high level of quality in online courses, the Department of Online and Digital Education has implemented several software programs made available through the OEI, including online proctoring software, a student readiness module, and has added a secure and accessible interactive video software solution to the learning ecosystem.

As of July 2019, the Department of Online and Digital Education is staffed with permanent employees in both the Distance Education Faculty Coordinator and Learning Management System Specialist roles. Numerous faculty members have already reported improved service and optimism about working with ODE over the course of late 2019. In addition, over 30 faculty have successfully completed the revised Online Learning and Teaching with Canvas between July and December 2019 increasing the number of faculty cleared to teach online at El Camino.

Student Profile

In Fall 2018, 6.9% of students took only distance education courses, which include hybrid, and 13.2% took a combination of face-to-face and online courses⁶. Although distance education students are generally similar to the overall student population of El Camino College, there are some differences worth noting. There is a considerably higher percentage of African American

⁵ ECC Institutional Research & Planning (2016). [Distance Education Student Survey Results, Spring 2016](#).

⁶ Facts and Figures – Fall 2018.

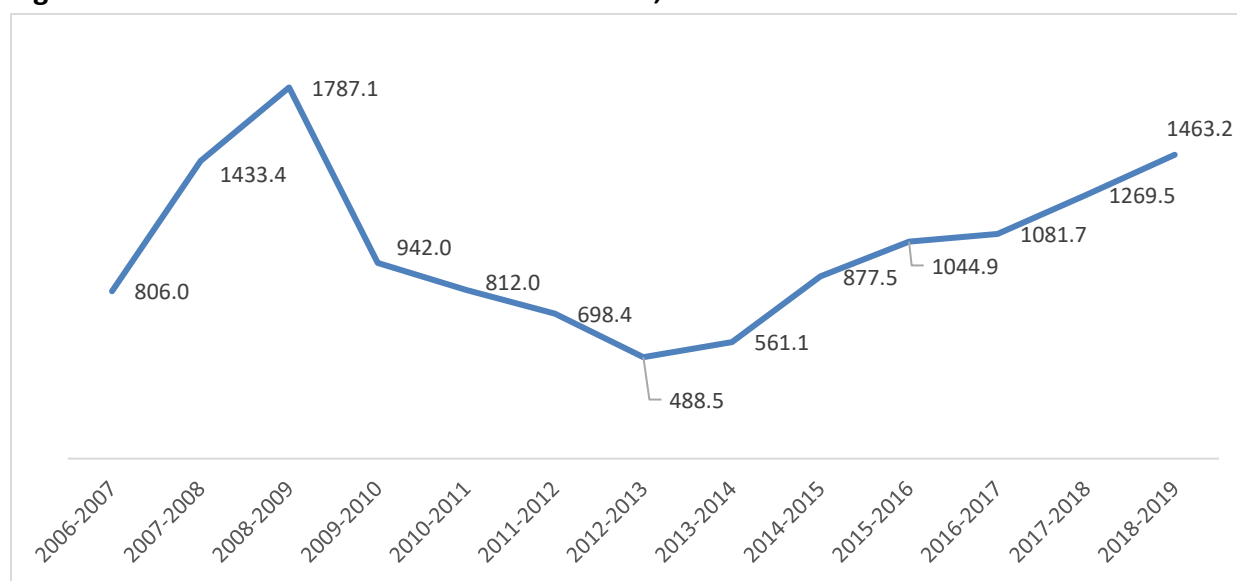
http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

students and a lower percentage of Hispanic students taking online courses compared to the overall student population. Compared to other ethnic groups, however, Hispanics make up the largest number of online students. ECC’s distance education students are also more likely to be female. Most distance education students work more than 20 hours per week and many take online courses because of work and other responsibilities. This suggests that ECC’s distance education offerings may be particularly appealing to the working population or families with children who may not otherwise be able to come to campus to attend classes.

Enrollment Profile

Enrollment, demographic profiles, and performance outcomes are tracked regularly for online students. Annual FTES have varied from a 10-year high of 1,787 in 2008-09 to a 10-year low of 488 in 2012-13, to their current level of 1,463.2 in 2018-2019⁷. Past history, regional trends, and potential for increasing enrollments to reach approved state capacity all support the potential to strategically grow the distance education program.

Figure I. Annual Credit FTES from Online Courses, 2006-07 to 2018-19



In Fall 2018, instructors taught 174 fully online course sections to students. Additional instructors taught 20 hybrid sections. Distance education enrollments in Fall 2018 totaled nearly 7,151 (duplicated count), with about 2,000 unique students generating 700 FTES.

Furthermore, many instructors utilize the LMS to enhance their *on-campus* courses. In Fall 2018, 105 instructors created courses in the LMS for 277 sections with an enrollment of 8,182 students. In Spring 2019, these numbers grew to 147 instructors, 326 sections, and 8,934 students utilizing the LMS for on-campus classes.

⁷ Source: CCCC. FTES shown for Internet-based asynchronous modality sections only.
https://datamart.cccco.edu/Students/FTES_Summary_DE.aspx

El Camino College also offers online Counseling and online tutoring. El Camino College has also instituted ECC Connect, an early alert system that interfaces with Canvas to better communicate with students and refer them to services. The library also provides services to online students through virtual reference, e-books, and full-text databases.

In Spring 2019, the LMS migrated to a single sign-on system so that students and faculty could use their My ECC log in. This has made it easier for students, removing the need to go through a separate process to log in or change their password.

Weaknesses

El Camino College is currently working to establish stable pathways for students to complete full certificates and degrees online through a centrally coordinated process. There is not a cohesive plan for scheduling and expanding the offering of online and hybrid courses at ECC, because the decision to offer a course online or hybrid is within the purview of the faculty in that discipline. To provide more consistent offerings for students, and to attract those interested in fully online programs, strategic institutional planning for the development of fully online AA/AS degrees has been added to the College's overall Enrollment Management Plan.

The provision of specialized resources and increased professional development opportunities for faculty who teach online and hybrid, along with Instructional Designers and Universal Design/ADA Specialists, can assist faculty as they transition into the online medium or continue to hone already established courses and programs. In addition, campus-wide professional development efforts increasingly have focused on addressing issues of equity surrounding student access, success, progress, and goal completion. Achievement gaps exist for some groups at El Camino College and, in some cases, are greater in the online environment. Addressing equity through distance education professional development offered by the Department of Online and Digital Education and program evaluation will need to be an essential component of all distance education programs. As part of addressing equity gaps an institutionalization of accountability for accessibility.

All colleges must ensure that student services and academic services are appropriate, comprehensive, and reliable regardless of delivery mode (on-campus or online). Access to the Library and tutoring and student support services like counseling, assessment, and orientations, as well as financial aid, must be accessible to online students who cannot come to campus. Academic support services and facilities such as tutoring, workshops, software available in discipline specific computer labs, and other lab work must be similarly accessible. The current state of online student services and academic support is still in development.

Training and implementation for faculty teaching distance education needs to address persistent performance gaps. Success rates for all disproportionately impacted groups are lower in online

courses⁸. This will need to be addressed through culturally responsive pedagogy for the online modality. The student readiness module can help the student understand their level of comfort with the online modality, as well as challenges that the student may have at home. However, advanced preparation is not mandated for online students. Supporting online resources are available but are only voluntary. Experiments with credit-bearing online orientation courses have suffered from low enrollment, non-credit courses may be explored in the future. Strategies still need to be developed to address these challenges in an effort to ensure that students are prepared to be successful in the online environment. Newcomers to distance education represent a special category of need. These students may be attending college for the first time or taking their first online courses, but have no experience with the special skills needed to do well in an online course. These skills include, but are not limited to: technology skills, online reading comprehension, motivation, self-discipline, and time management skills to keep up with the course and its materials.

Accessibility of materials is a continual challenge for distance education courses. *Accessible* means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology⁹. All colleges must review their academic and service offerings to ensure compliance and equitable access for their students. Accessibility issues can be mitigated with the assistance of specialists trained in Universal Design/ADA requirements who will work with faculty in the construction of online and hybrid courses and materials, as well as, with the support of assistive technologies.

The Department of Online and Digital Education has also been working with ITS since Winter 2018 to create a stable and reliable connection with Colleague's function as a Student Information System (SIS). There have been many setbacks and challenges. In Summer 2019, it was decided that the Department of Online and Digital Education would be given access to Colleague to push workflows, improve monitoring, and response time by reporting and

⁸ Success Rates Report – Fall 2018 Success and Enrollments

<https://app.powerbi.com/view?r=eyJrIjoiaWFiMjkyYzEtNDMwOS00N2E5LTk1YjltNGU2MjMwZTc1NTUwliwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWw1ZmU2YjhhNWJhNiIsImMiOiZ9>

⁹ [Office of Civil Rights in the Resolution agreement with South Carolina Technical College System, 2/18/13](#)

documenting errors directly to ITS, this has helped to improve the workflow and taken some of the burden off ITS while permanent solutions to problems are found.

The ability for Department of Online and Digital Education to make progress is also hampered by the current version of the SIS. The SIS, which has been heavily modified, has created a variety of issues ranging from catastrophic failure to ongoing delays. These issues have hampered Department of Online and Digital Education progress and continue to impact growth and users.

Opportunities

The potential for distance education growth is robust. Support for enrollment and access to distance education is growing statewide. An analysis of peer institutions and neighboring colleges revealed that El Camino College has one of the lowest rates of credit FTES earned by way of distance education (e.g., less than 6.9% of all credit FTES in Fall 2018¹⁰). Other colleges in the area generate more than 10% and up to 30% of FTES by way of credit-bearing online courses. This suggests both a growth opportunity and a potential loss of enrollment to these larger DE programs.

As California Community Colleges migrate toward online delivery of entire programs, fewer of their students will have any face-to-face exchanges, an equivalent within the online modality will need to be developed.

The CCC Chancellor's Office OEI will support growth through opportunities including the OEI Course Exchange, which allows students to take distance education courses seamlessly at multiple campuses. OEI Course Exchange, also called Finish Faster (Phase I) and ExCEL (Phase II), is designed to provide students with greater access to courses across the California Community College system without separate college applications. El Camino College was accepted into the second cohort, referred to as the equity cohort, for the OEI in the Summer of 2018.

California Community Colleges are expanding the number of degrees, certificates and transfer pathways that can be completed exclusively online. The creation of fully online programs increases access to college, opening affordable, quality career and degree pathways to students who are unable to attend college on campus or who prefer the online modality. Development of clear and complete pathways also facilitates program completion by ensuring that courses are offered when and how they are needed. Some pathways can be strategically developed to meet local and regional industry needs. Others can address the transfer needs of online students. Such a system of pathways would serve students by helping them move through their programs as seamlessly and efficiently as possible.

¹⁰ Facts and Figures – Fall 2018.

http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

Academic Performance

Historically and nationally, success rates for distance education courses offered in higher education have been lower than those for face-to-face courses. The DE course success rates at El Camino College had followed a similar trend overall, but have improved in recent years. In addition, studies have shown that ECC students in distance education sections are, on average, as well prepared for the next course in a series as their on-campus peers.

Figure II. Success and Retention Rates for Online Courses Local vs. Statewide, Fall 2011 to Fall 2018

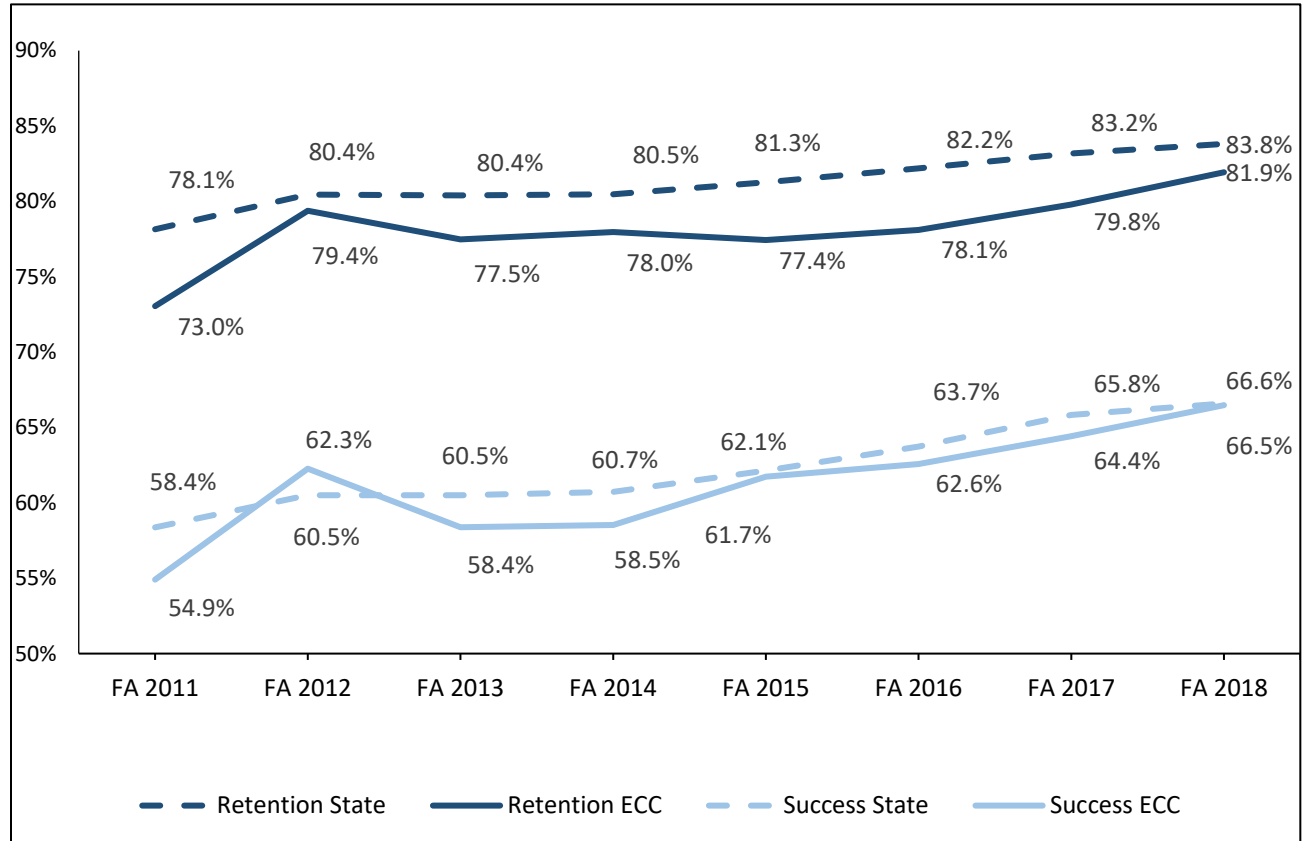


Figure III. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Fall 2018

Fall 2018	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	69.8%	84.8%	74.0%	88.4%	-4.2%	-3.6%
Business	62.2%	75.7%	67.5%	81.9%	-5.3%	-6.2%
Fine Arts	67.1%	81.8%	74.8%	87.1%	-7.7%	-5.3%
Health Sciences and Athletics	65.0%	83.4%	80.4%	88.1%	-15.4%	-4.7%
Humanities	63.0%	76.2%	68.6%	84.5%	-5.6%	-8.3%
Industry & Technology	68.4%	83.3%	81.9%	90.8%	-13.5%	-7.5%
Mathematical Sciences	56.3%	71.6%	52.1%	75.1%	4.2%	-3.5%
Natural Sciences	67.5%	81.2%	69.0%	80.2%	-1.5%	-1.0%

Figure IV. Success and Retention Rates for Online Courses Local vs. Statewide, Spring 2011 to Spring 2018

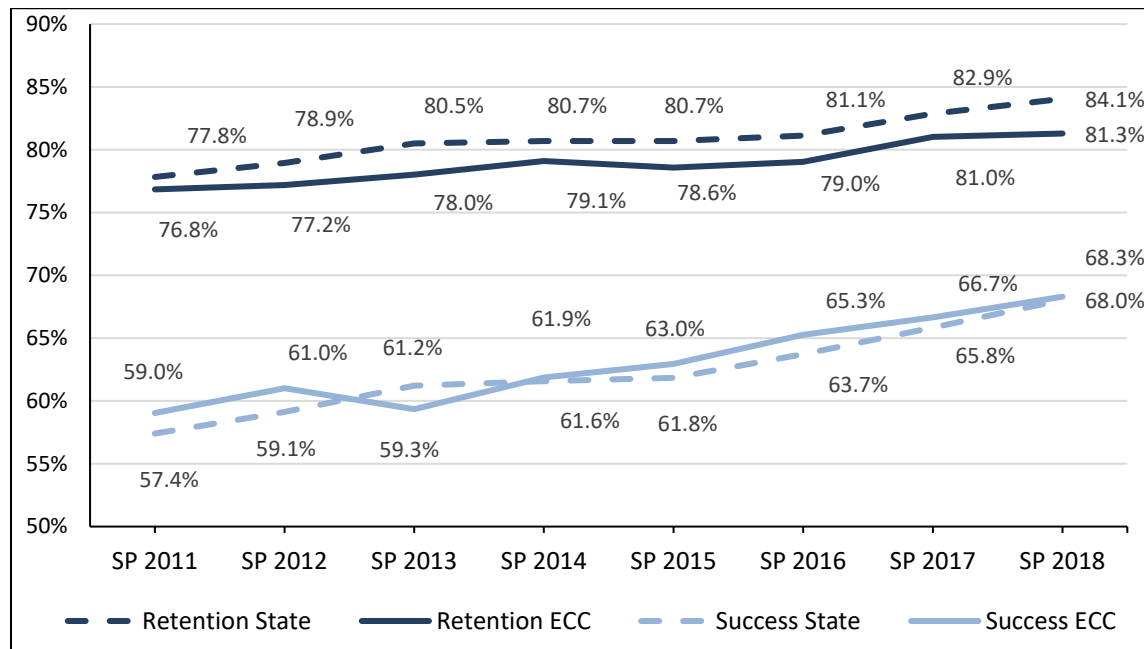


Figure V. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Spring 2019

Spring 2019	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	71.6%	86.7%	75.4%	88.4%	-3.8%	-1.7%
Business	66.2%	84.0%	71.0%	83.3%	-4.8%	0.7%
Fine Arts	62.9%	81.0%	78.4%	87.9%	-15.5%	-6.9%
Health Sciences and Athletics	64.9%	86.9%	83.3%	89.0%	-18.4%	-2.1%
Humanities	58.5%	73.7%	65.8%	80.7%	-7.3%	-7.0%
Industry & Technology	69.3%	83.3%	84.1%	92.2%	-14.8%	-8.9%
Mathematical Sciences	52.0%	65.3%	48.8%	69.0%	3.2%	-3.7%
Natural Sciences	67.7%	85.2%	69.1%	80.0%	-1.4%	5.2%

Threats

One threat, not only to distance education, but to the College as a whole, is the aging population and reduction in the number of students coming from high school¹¹ in the service area. Strong distance education offerings can help attract students to El Camino College. Continual changes in technology are also a potential threat to Distance Education, making it more challenging for the Department of Online and Digital Education to stay up-to-date and offering students the highest quality of education. This challenge is exacerbated by a persistent digital divide keeping students who might benefit from the flexibility of online course offerings from being able to access those courses.

Another potential threat is the addition of the 115th college. Although it has been presented as not interfering with local distance education offerings, the new initiative has already pulled

¹¹ Service Area Profile 2017 - http://www.elcamino.edu/about/depts/ir/docs/research/research_reports/ECC%20Service%20Area%20Profile%202017_Final_v2.pdf

resources out of the Online Education Initiative which has been provided to our program. Also, there is a growing threat from online universities, like Southern New Hampshire University and Grand Canyon University.

Figure VI. SWOT Analysis Summary Table

<p style="text-align: center;">S</p> <p style="text-align: center;">STRENGTHS</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">WEAKNESSES</p>	<p style="text-align: center;">O</p> <p style="text-align: center;">OPPORTUNITIES</p>	<p style="text-align: center;">T</p> <p style="text-align: center;">THREATS</p>
<ul style="list-style-type: none"> • 60 to 70% of courses have approved DE addendums • Full-time DE Faculty Coordinator • LMS Systems Specialist • Single sign-on for students • Increased demand for courses 	<ul style="list-style-type: none"> • Lack of cohesive scheduling plan to support consistent access to online courses for stable online degree paths • Lack of adequate staff • Needed expansion of online academic support services • Need better support for students as they prepare to take distance education courses • Need expansion of accessibility of course materials • Ongoing challenges with SIS and Canvas integration that have hindered expansion 	<ul style="list-style-type: none"> • Large potential growth of distance education • Participation in the OEI • Increasing success rates in DE courses 	<ul style="list-style-type: none"> • Decreasing pipeline for students directly out of High School • Creation of the 115th college

Online and Digital Education Action Plan

In order to fulfill the Online and Digital Education Mission and successfully move forward, the College has established the following initiatives to achieve within a three-year period. Each initiative is aligned with an Improvement Plan goal that is critical to measuring the progress of the initiatives.

Distance Education Plan Strategic Goal

The Strategic Goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality and service to students. This goal will be accomplished through the following initiatives.

A. Development of Processes and Infrastructure to Ensure Equity and Quality:

Develop processes and infrastructure to ensure equity in experience and success, and consistency in course quality.

B. Expand Online Opportunities

Expand the opportunities for current and prospective students to complete courses and programs fully online

C. High Quality Instructional Program

Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.

D. Improved Online Course Experience for All Students

Ensure a high-quality online or hybrid course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online and hybrid course experience.

E. Comprehensive Academic and Support Services

Ensure robust and comprehensive academic and student support for online students.

Evaluation of Department of Online and Digital Education Action Plan

Goal A. Development of Processes and Infrastructure to Ensure Equity and Quality: Develop processes and infrastructure to ensure equity in experience, success, and consistency in course quality.				
Objective	Why	Indicator	Target	Resource Allocation
Evaluate current process for selecting courses and faculty to move online, and course sections to expand	To offer most needed and best performing classes first, including classes that close equity gaps	% of high-performance courses expanded. High performing classes those with a more than 75% success rate, including for students of groups impacted by equity gaps	10% of high-performance courses expanded	Time of IRP and Division Deans
Expand capacity for creating high quality and equity-minded online and hybrid courses	To support student success and to. Work to close equity gaps	Creation of a manual and array of support materials for faculty to use to develop high quality and equity-minded courses. Have these materials adopted by x% of faculty teaching online and hybrid courses.	Manual and array of support materials for faculty created and adopted for use by 60% of faculty teaching online and hybrid courses.	\$225,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Instructional Designer position has funding secured. Multimedia Production Specialist will need funding.
Develop a comprehensive professional development plan for distance education, including	To create a cohesive program of professional development to serve all levels of expertise	Complete and implement a Distance Education Professional Development plan for all faculty and staff who work	Distance Education Professional Development plan completed and implemented.	Time of DEFC ¹² , ODEAC, Academic Technology

¹² DEFC – Distance Education Faculty Coordinator; ODEAC – Online and Digital Education Advisory Committee

pedagogy, and technology		with students taking DE courses.		
Regularly share DE best practices developed by experienced DE faculty	To help faculty create high quality courses by example	Creation of a library of model courses that are quality certified.	Creation of a library of model courses that are quality certified. 25% of faculty implementing best practices shared by Distance Education	Time of DEFC, ODEAC, Academic Technology
Determine data needed and create collection plan for the development of an annual report to support continued development of DE courses	To help ODE, Faculty, and Academic Departments make data driven decisions about their DE courses	Creation of an Annual report template and data collection plan	Annual report template created and data collection plan implemented.	Time of ODE ¹³ staff and IRP
Ensure that online, hybrid, and web-enhanced courses are ADA/ 508 compliant	To create universal access for all students	% of courses reviewed by Online and Digital Education are ADA compliant	100% of course reviewed by Online and Digital Education are verified ADA compliant	Hire an Accessibility/Universal Design Specialist who will support faculty in ensuring that their DE courses are ADA Compliant, accessible to students with disabilities, and comply with the Universal Design for Learning Guidelines. \$75,000 Accessibility/Universal Design will require funding.
Finish automating connection with Colleague and create grade pass-back from Gradebook	To maximize the use of Canvas and emphasize reliability	Complete connection and establish passback is running without errors	Complete automated connection is established and grade passback is running without errors.	Time of LMS Specialist and ITS staff

¹³ ODE – Online and Digital Education

Fully integrate our systems with the Course Exchange and Cross-Enrollment	To uphold our commitment to OEI	% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	100% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	Time of ITS staff, Financial Aid and Enrollment services staff, and ODE staff
Develop Guidelines for regular and effective contact, faculty-to-student interaction, student-to-student interaction	To ensure quality contact	% of Faculty implement the guidelines	80% of Faculty have shown that they are implementing the guidelines	Time of DEFC, ODEAC, Academic Senate
Develop and implement a method and support materials for conducting online evaluations	To create a robust evaluation	% adoption of online evaluation method	60% adoption of online evaluation method	Time of DEFC, ODEAC, Academic Senate
Ensure that all online, hybrid, and web-enhanced courses are delivered in compliance with FERPA	To ensure compliance with federal regulation	% courses are FERPA compliant	100% courses are FERPA compliant	Time of DEFC, ODEAC, Academic Senate

<p>Goal B. Expand Online Opportunities: Expand the opportunities for current and prospective students to complete courses and programs fully online</p>				
Objective	Why	Indicator	Target	Resource Allocation
Identify, develop and implement online ADTs	To help students learn so they complete their educational plans	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online	ODE staff for training, \$150,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Purchase of accessibility tools for LMS (~\$60,000 per

				year), Saas for Video (~\$60,000 per year) and Funding secured for Instructional Designer and SaaS for Video. Funding is needed for the Multimedia Production Specialist and Ally.
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Goal C. High Quality Instructional Program: Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.				
Objective	Why	Indicator	Target	Resource Allocation
Develop training opportunities for online and hybrid instruction	To create quality instruction to facilitate students making progress toward their educational goals	% of faculty teaching online and hybrid attending advanced instruction training activities	75% of faculty teaching online and hybrid have attended advanced instruction training activities	Time of the ODE Faculty Coordinator
Provide state-of-the-art computers and equipment to best support faculty development, innovation, and expansion of courses designed with an equity-mindset	To support faculty creating more innovative and equitable courses through technology and pedagogy	% of faculty teaching online or hybrid courses using the teaching with technology lab	40% of faculty teaching online or hybrid courses using the teaching with technology lab	Time of ODE staff
Develop and maintain a faculty-mentoring program to support novice distance educators	To offer expanded support for faculty starting to teach online or hybrid	% of faculty teaching online using peer or hybrid mentoring	25% of faculty teaching online using peer or hybrid mentoring	Time of DEFC
Develop and hone processes to monitor	To model high quality practices	Development of a local Peer Online	A local Peer Online Course Evaluation	Time of DEFC

and ensure that online courses adhere to high standards of quality that close equity gaps		Course Evaluation (POCR) team.	(POCR) team is actively reviewing online courses to improve quality.	
Enriching courses with video and/or interactive video content, which supports more learning styles and can support student success	To provide a high-quality learning experience	Procure software or a SaaS solution. % of faculty using interactive video in their online and hybrid courses	SaaS video solution is procured and 15% of faculty using interactive video in their online and hybrid courses	Use of SaaS for Video (Panopto), time of ODE staff. Funding for Panopto is already secured.
Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term, which supports student success and retention	To help students have a successful start to the semester	% of faculty send welcome letters	100% of faculty send welcome letters	Time of DEFC
Encourage online faculty to integrate a welcome video and an online orientation as the first assignment, supported by a quiz, which supports student success and retention	To create connection with students	% of faculty who adopt welcome video and online orientation	80% of faculty who adopt welcome video and online orientation	Time of DEFC and Faculty

<p>Goal D. Improved Online Course Experience for All Students: Ensure a high-quality online course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online course experience.</p>				
Objective	Why	Indicator	Target	Resource Allocation

Develop badge mapping for career education to help prospective students clarify and enter the path and current students stay the path	To support those in CE Programs receiving industry recognized credentials	% of career education paths that have badging	25% of career education paths have badging	Acquisition of a badging platform (\$2,500 per year). Funding available within the ODE budget.
Develop a system for monitoring which degrees/certificates can be obtained completely online and for planning future fully-online degrees/certificates	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	Monitoring system created and implemented	Monitoring system created and implemented	Time of ODE Staff
Use previously developed system to monitor which degrees and certificates can currently be labeled online	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	% of degrees and certificates being monitored	20% of degrees and certificates being monitored	Time of ODE Staff
Provide clear and complete information to students about degrees and certificates offered online	To support keeping student on their path	% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	20% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	Time of ODE Staff, VPAA, and Academic Deans
Develop recommended course templates and models to improve the student user experience	To create faster course preparation for faculty and consistent quality for students	Creation of templates and models. % of faculty adopt templates	Templates and models have been created. 20% of faculty have adopted templates	Time of ODE staff
Support peer-to-peer learning for fully online and hybrid	To provide a sense of community for	Procure a social learning platform	A social learning platform to support peer-to-	\$70,000 per year, time of ODE Staff.

students as well as students in hybrid and face-to-face classes	students no matter what the modality of the class	to support peer-to-peer learning. % of students engaging with the social learning platform	peer learning has been procured and 50% of students in online and hybrid courses engage with it, plus an additional 25% of students in traditional courses.	Funding needs to be secured for a social learning platform.
Encourage students to complete a readiness self-assessment provided by OEI in order to get feedback about what they need to be successful in an online or hybrid course	To support student success	% of students complete readiness self-assessment	100% of students complete readiness self-assessment	Time of LMS Specialist, Counselors, and instructional faculty teaching online or hybrid
Explore non-credit Academic Strategies course for online and hybrid course readiness	To better prepare students for success in distance education courses	Determine feasibility and potential utilization of this non-credit course	Determine feasibility and potential utilization of this non-credit course. Create if feasible	Time of LLR Director, Assistant Director and faculty and IRP

Goal E. Comprehensive Academic and Support Services: Ensure robust and comprehensive academic and student support for online students.				
Objective	Why	Question	Indicator	Target
Develop a comprehensive plan for providing online students equitable access to Student Support Services programs based on assessments	To provide equitable support services to all students	% of distance education students accessing student support programs	60% of distance education students accessing student support programs	Time of ODE Staff, Student Services staff
Expand remote access to library research support and information literacy	To offer equitable library services to students	% of courses have embedded library assets	70% of courses have embedded library assets	Time of ODE Staff and library Faculty

instructional opportunities				
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Appendixes

Appendix A – Workgroup Members

Appendix B – Other ECC Plans with Distance Education Goals

Appendix A – Workgroup Members

Membership of the current work group for the 2019 revision of the plan and final consultation before implementation.

Workgroup:

Crystle Martin: Director, Library and Learning Resources

Mary McMillan: Academic Senate Representative

Gema Perez: Learning Management Systems Specialist

Jeremy Smotherman: Office of Institutional Research and Planning

Moses Wolfenstein: Distance Education Faculty Coordinator

Reviewers:

Members of the Online and Digital Education Advisory Committee

Faculty					
1	Houske, Laurie	BSS	9	Marcoux, Peter	Humanities
2	Galbavy, Renee	BSS	10	Welsh, Lauralee	Humanities
3	Hull, Kurt	Business	11	Lofgren, Dean	Health Sciences and Athletics
4	Pon-Ishikawa, Janice	Counseling	12	Fields, Mark	Industry Tech
5	Wolfenstein, Moses	Distance Education Faculty Coordinator (ODEAC Chair)	13	McMillan, Mary	Library
6	Alamillo, Lucy	Fine Arts	14	Di Fiori, Sara	Natural Sciences
7	Degnan, Kevin	Humanities	15	Steinberg, Margaret	Natural Sciences
8	Lewitzki, Rhea	Humanities	16	Noyes, Thomas	Natural Science
Management & Staff					
1	Perez, Gema	Learning Management Systems Specialist - Online and Digital Education (Staff)			
2	Azose, Elana	Trainer/Instructional Technology Specialist - Professional Development (Staff)			

3	Martin, Crystle	Director, Library & Learning Resources (Administration)
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Membership of the original workgroup, the list of reviewers, and consultation on the plan from 2016.

Workgroup:

Mark Fields: Academic Senate Representative

Irene Graff: Office of Institutional Research

Gema Perez: Instructional Media Coordinator: Distance Education

Howard Story: Distance Education Faculty Coordinator

Reviewers:

Members of the Distance Education Advisory Committee:

Teaching Faculty							
1	Fields, Mark	ECC	Industry Tech	7	Crozier, Judith	CEC	Humanities
2	Doyle, William	ECC	Fine Arts	8	Degnan, Kevin	ECC	Humanities
3	Suarez, Jason	ECC	BSS	9	Malinni, Roeun	ECC/CEC	Math
4	Galbavy, Renee	ECC	BSS	10	Lofgren, Dean	ECC	Health Sciences and Athletics
5	Panski, Saul	CEC	BSS	11	Steinberg, Margaret	ECC	Natural Science
6	Gold, Chris	ECC	BSS				
Non-Teaching Faculty							
1	McMillan, Mary	ECC	Library				
2	Pon-Ishikawa, Janice	ECC	Counseling				
3	Story, Howard	ECC	DE Faculty Coordinator				
Management & Staff							
1	Perez, Gema	ECC	Instructional Media Coordinator: DE (Staff)				
2	Murphy, Rodney (Alt)	ECC	Dean of Student Learning				
3	Valdez, Celia	CEC	Instructional Division Coordinator: DE (Staff)				
4	Mednick, Lisa (Alt)	ECC	Professional Development Coordinator				

5	Azose, Elana	ECC	Trainer/Instructional Technology Specialist (Staff)
6	Russell, Rebecca	ECC	Director: Library Learning Resources
7	Sedor, Betty	ECC	Assist. Director Community Ed. and Development

Appendix B – Other ECC Plans with Distance Education Goals

Enrollment Management Plan 2019-2022 Goals

Goal 3: Retention. The College will enhance its support system to help students stay in the path.				
Objective	Why	Question	Indicator	Target
Develop training opportunities for online education	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members who teach online attending online instruction training beyond certification	90% of faculty members attending online instruction training beyond certification

Goal 4: Completion. The College will expand processes to ensure students are learning to complete their path				
Objective	Why	Question	Indicator	Target
Identify, develop and implement online ADTs.	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online

Educational Master Plan 2019-2022 Goals

Develop Distance Education Plan	A comprehensive DE plan will coordinate efforts for online instruction, LMS use, faculty training, technology needs, staffing needs and professional development needs.	Created with input of ODEAC
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Technology Master Plan 2019-2022 Goals

Goal: Provide access for students, faculty, and staff in a way that supports universal access, is compliant, and allows ECC to excel.

Objective

- Support ADA/508 compliance and provide assistive technology for all students and staff/faculty.
- Maintain and enhance the ECC remote access services
- Establish an overall plan for student access to computing and other learning resources through the use of mobile, and a learning management system (LMS).

Measure

- Number of ADA/508 compliance trainings, number of faculty and staff who participate, number of courses that pass Online Education Initiative Review, Number of adaptive technology stations available on campus – ITS, DE, PD, Library
- Number of remote access services and improvements that have been made – ITS, Library, DE, Student Services, Counseling
- Plan has been created and shared for student access to computing and learning resources – ITS, DE

Goal: Develop training for faculty, staff, and ITS professionals to maintain currency and improve efficiency

Objective

- Identify and support faculty needs in developing technology-based courses through programs, workshops, consultation and development support offered by the Distance Education program.
- Develop strategies and standards for creating effective learning environments using technology

Measure

- Survey and develop programming based on faculty input through DE - DE
- Strategies and standards for creating effective learning environments are shared with Faculty and available online - DE

Goal: Improve infrastructure to maintain facilitate effective and efficient use of technology at ECC

Objective

- Support programs and courses through technology-based delivery
- Maintain and enhance video and multimedia production
- Maintain and build interfaces between major administrative systems and client applications to promote a seamless information environment for administrative functions at ECC.

Measure

- Improved technology in the classroom (including projectors and classroom management software) and more technology offerings from distance education – ITS/DE
- Media Services and Distance Education are properly staffed to support the needs of the campus for media production – Media Services/DE
- Major system are connected, stable, and working consistently (e.g., Canvas and Colleague; 25Live and Colleague; Hobsons and Colleague) – ITS, DE

Goal: Provide quality and efficiency in all technology used at ECC

Objective

- Maintain and enhance the advisory committee structure for information technology.

- Participate with state institutions in collaborative efforts for networking and telecommunications. Collaborative efforts may include network management, outreach, and delivery, and enhance the relationship to include collaborative instructional development using technology.

Measure

- The advisory committee structure is evaluated and improved based on feedback from the Academic Technology Committee, [Online and Digital](#) Education Advisory Committee, Technology Committee, and other stakeholders – ODEAC, Academic Tech, Technology Committee
- Finish Super Glue, properly configure data for Online Education Initiative exchange, participate in connecting the schedule to the Online Education Initiative Exchange, participate in cross enrollment for the Online Education Initiative, connection established with the Chancellor’s Office for the Library Systems Platform – ITS, DE, Library

Goal: Standards/Compliance/Transparency

Objective

- Provide formal status reports on all major projects to IT advisory committees

Measure

- Formal reports were delivered to Technology Committee, Online and Digital Education Advisory Committee, or Academic Technology Committee as necessary on all major projects (e.g., Master Calendaring, Curriculum and Catalog software, connection between Colleague and Canvas, Colleague implementation, etc.) – ITS, ODEAC, Academic Tech, Technology Committee

Goal: Evaluate all processes and plans for technology

Objective

- Implement a process to assess periodically the quality of technology-based courses and programs
- Apply strategies of review and revision to increase the effectiveness of technology-based courses
- Research, evaluate and promote use of state-of-the-art technology for data management, access, querying, and reporting

Measure

- Number of courses evaluated in a determined cycle - DE
- Results of evaluation activities - DE
- Increased use of technology for data management, access, query, and reporting – ITS, DE, IRP

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.

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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

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