Academic Senate of El Camino College 2016-17

May 16, 2017

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton Center	Paul Flor	Curriculum Chair	Allison Carr
VP Educational Policies	Chris Gold	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Dustin Black (BSS)	16/17
Karl Striepe (BSS)	16/17

Behavioral & Social Sciences

Stacey Allen	16/17
Kristie Daniel-DiGregorio	17/18
Chris Gold	16/17
Renee Galbavy	17/18
Michael Wynne*	17/18

Business

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

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Counseling

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

Library Learning Resources

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

Fine Arts

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

Health Sciences & Athletics/Nursing

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

Humanities

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

Industry & Technology

Ross Durand	18/19
Mark Fields	18/19
Lee MacPherson*	18/19
Jack Selph	18/19
Charlene Brewer-Smith	16/17

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

- Jean Shankweiler
- Jeanie Nishime
- Linda Clowers

Associated Students Organization

- Patrick McDermott

President/ Superintendent

- Dena Maloney

Division Personnel

- Elise Geraghty

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

- Irene Graff
- Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.
*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays [*unless otherwise noted], 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2016: September 6 & 20, October 4 & 18, November 1 & 15, December 6.
SPRING 2017: February 21, March 9* & 21, April 4 & 18, May 2, 16, & 30.

CEC ACADEMIC SENATE MEETINGS:
Thursdays following ECC Senate meetings [*unless otherwise noted], 1-2 p.m., Compton Center Board Room.
FALL 2016: September 8 & 22, October 6 & 22, November 3 & 17, December 1* & 15*.
SPRING 2017: February 2 & 16, March 7* & 16, April 6 & 20, May 4.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/28, 2:30-4, Admin 131.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.
College Curriculum. Chair: Allison Carr. 2nd & 4th Tuesdays, 2:30-4:30, Admin 131.
Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2, Social Sciences 123.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.
Calendar. Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Admin 131.
College Technology Committee. Chair: Art Leible. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Council of Deans. Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thursdays, 8:30-10, Admin 131.
Distance Education Advisory Committee (DEAC). Chair: Howard Story. 4th Thursdays.
Enrollment Management. Chairs: J. Shankweiler & J. Nishime. Senate reps: Sara Di Fiori & Chris Jeffries, 4th Thurs., 1-2, LIB 202.
Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh and vacant, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2nd Thurs., 1-2, LIB 202.

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

El Camino College Academic Senate 2016-2017 Goals

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

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

   Measures:
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit and elect executive and committee chairs according to Senate by-laws,
   - Ensure divisions have required number of senators and that elections are held accordingly,
   - Review and begin revising Faculty Handbook,
   - Maintain communication and effective collaboration with ECC Federation of Teachers.

2. **Strengthen faculty involvement in the activities of the Academic Senate**

   Measures:
   - Provide an orientation at the start of the academic year,
   - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
   - Encourage greater participation of senators in meetings and other activities of Senate,
   - Execute Senate Office relocation while maintaining a strong physical presence on campus,
   - Establish initiatives to recognize faculty who achieve tenure.

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

   Measures:
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement,
   - Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.

2016-2017 Academic Senate Goals approved by the Academic Senate on 9.20.16

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
CEC	Compton Educational Center (El Camino College Compton Center)
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
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
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

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May 16, 2017

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Office location: Schauerman Library, Room 273

Agenda and Table of Contents: Tuesday May 16th, 2017 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:
http://www.elcamino.edu/academics/academicsenate/agenda.asp.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 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.

Adjunct (1 Year)
☒ Dustin Black
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Christina Gold
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Business
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☒ Christina Nagao
☒ Adrienne Sharp

Industry & Technology
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Library Learning Resources
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☒ Noreth Men
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Mathematical Sciences
☒ Megan Granich
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Natural Sciences
☒ Mohamad Abbani
☒ Sara Di Fiori
☒ Troy Moore
☒ Ryan Turner
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☒ Jeanie Nishime
☒ Jean Shankweiler

Assoc. Students Org.
☐ Patrick McDermott

Compton Education Center
☒ Paul Flor
☐ Chris Halligan

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Allison Carr

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☒ Greg Toya
☐

Excused: R. Lozano, D. Berney, M. Mata,
C. Halligan, J. Ng

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

A.CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the sixth Academic Senate meeting of the spring 2017 semester to order on May 2, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-13 of packet for minutes from the April 18th meeting. P. Marcoux motioned, C. McFaul seconded. There was unanimous approval of minutes.

KDD: I have passed out a handout that at the top says, "PLEASE SHARE/POST. This originally came out as an attachment to an email from Chief Trevis. I know not everyone clicks on those attachments. I made everyone a copy so you can post it and share it. I know the drills are happening tomorrow. We would like to make sure everyone is ready to participate in the Lockdown/Shelter-in-Place Drill. They are happening tomorrow at 9:40 am and 7:10 pm.

Our "tentative" May 30th meeting is now on the schedule to get through all of our business this semester. We appreciate strong attendance from our senators, please make sure the last 2 meetings are on your planner for May 16th and May 30th.

This is a very busy time of the semester and some of us are double and triple booked for meetings. We would like to hear from everyone on the agenda, so I would like to ask you to consider a motion to adjust our normal order of business. We would like to shift our officer reports to after new business, and allow Dr. Shankweiler to give all her presentations at once, since she appears on the agenda several times today. C. Wells motioned, A. Carr seconded a motion to suspend our normal order; all are in favor.

Our visiting dean today from Industry and Technology, is Dr. Stephanie Rodriguez. Dr. Rodriguez: I have been the Dean for Industry & Technology for about 10 years. I can't believe how quickly it has gone by. I have been at ECC for 20 years. I started in Counseling as a Financial Aid Appointment Counselor. I moved into Career Counseling, coordinated the Career Center, and helped with learning communities. I also worked in workforce development, and helped write grants with faculty. I was then hired in Academic Affairs, and it has been a roller coaster ever since. I am always learning something new, and it has been a lot of fun. Prior to ECC, I taught and worked in Counseling at Cerritos. I was also a classified employee. Prior to Cerritos, I worked at the LA Times as a trainer and in customer service. That set the tone for the rest of my career and gave me a great foundation. I love what I do and I love working with faculty.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

KDD: Now we are at the Jean section of our meeting. Dr. Shankweiler: My committee report is hiring, and hiring, and more hiring. This trend is going to continue into next year with the number of retirements that are anticipated.

E. UNFINISHED BUSINESS

Cooperative Work Experience Education Plan: 2nd Reading – Jean Shankweiler (pgs. 53-79)

KDD: We need a motion to endorse this plan so then we can discuss it, since this is our second reading. P. Marcoux motioned, C. Wells, seconded. Dr. Shankweiler: Basically, the Cooperative Work Experience Education Plan is mandated by the Chancellors Office. We cannot offer Cooperative Work Experience (CWEE) if we don't have a plan. They have gently reminded us that we don't have an approved plan. We do have a few sections, not very many. Some in I&T and some in Business. The plan in largely dictated by what we have in the handbook. Dr. Rapp has updated the current handbook, since most of the classes are in her division. KDD had some questions about faculty working and the number of hours. All of this is outlined in the contract; it specifies how often the faculty interact with students and the hours they can be paid for. The number of hours students have to work is 54. Then the faculty has to coordinate with the job experience, whether it is a paid job or an unpaid job. There still has to be some coordination. The faculty member is still the one who assigns the grade. That is why it is important to be in contact with the supervisor at the job. Most of the plan is procedure....how we decide what the career experience is, and how you handle it.   KDD: Any questions? C. Wells: Is this like our early childhood education program where they had to do internships? Dr. Shankweiler: Most of these have a 95 number, but a lot got inactivated. There aren't too many left. KDD: Any questions? Let's take a vote to endorse our CWEE Plan. All were in favor of endorsing the CWEE Plan.

G. INFORMATION ITEMS –DISCUSSION

California Guided Pathways (pgs. 87-88)

KDD: J. Shankweiler was ready to give us this presentation at the last meeting, but we ran out of time. Thank you for being flexible! J. Shankweiler: I am going to whip through this because when I planned it I thought I had 20 minutes, and I know that is unrealistic. Basically, the Governor's Budget had $150 million for Guided Pathways in the January proposal 2017-18. That is all we know. It is a comprehensive approach to reform. There is literature on what Guided Pathways are; redesigning Community College experience. Community College Research Associates (CCRA) has papers on what it should be. We don't have a lot of guidelines, but like student equity and student workforce money, they say you've got money. Give us a plan and we'll let you spend the money. An overview of the problem: too few students graduate; students earn unnecessary credits that cost time and money (my daughter is one of them); and billions of dollars and millions of hours are wasted. What are the reasons? They are making poor choices, and they take units that don't count towards their degree. They take the wrong class for their major. Courses aren't available. Excessive repeats and withdrawals. Classes they are taking don't transfer. There are pillars for Guided Pathways that we need to use as we prepare a plan. We need to clarify a path for all students, not just CTE students. We need to help then enter the path and stay on the path. We need to ensure they are learning. Some of the core policies for defining a career path and staying on the path are different initiatives used in different places. If students take 15 units a semester, they could finish in 4 years. They need co-requisite remediation. If a student is going into an English 1A class and they aren't ready, then have them take a co-requisite that they take at the same time to reinforce what they are learning. That will save steps and years. Give them structured schedules. Have them with a cohort for all 4 years. They need a clear process to guaranteed courses. They need milestones every semester. Give them a reward for completing it. They need a workforce connection. When students are choosing their path, they need to be told what careers would fit that path. The intent of Legislation is to get students through faster. How are we going to allocate the funding? We need a process for this redesign. We need to engage faculty, counselors and other advisors. We need to get people onboard with collaborating. We have a timeline, 5 years. We need to make our case, make maps for these guided pathways, and begin implementation and scale the program. When I meet with the guided pathways committee, we will start developing our plan. C. Wells: Can we use IEPI $ for this? Dr. Shankweiler: No, not for this. P. Marcoux: Can students earn an online degree from this campus? Dr. Shankweiler: Yes, Administration Justice does. And Homeland Security will

be. The Chancellors Office wants to streamline all our work. C. Gold: Is there a pathway for life-long learners? People with Bachelor's Degrees wouldn't fit into this anyway, and they wouldn't get any financial aid. Maybe we need a survey class first to help students figure out what they are interested in. This is a completion initiative. KDD: Thank you, Jean. This is just an introduction or a heads up.

D. SPECIAL COMMITTEE REPORTS, continued

Dr. Jeanie Nishime - VP of Student and Community Advancement

Institutional Effectiveness Outcomes (IE) – Jean Nishime

KDD: I think Jeanie is channeling Irene Graff. Dr. Nishime: I am doing this for Irene, because she is in Germany on vacation. I am going to talk about the Institutional Effectiveness Outcomes or IE for short. These are our own measures, we set a 5-year goal back in April, 2015, where we would like to be on a number of measures. Including: course completion, degrees awarded, certificates, transfer, overall completion and other measures. Some of these are part of the Chancellor's Office scorecard, and some are our own.   Baselines were established in 2012-13, at the high point for some measures. We have aspirational goals that take us to 2020. We have completed year two. Ironically, our baseline year was one of the highest in terms of our completions. If we had chosen 2011-12, we would show a lot of improvement. If you have the infographic, anywhere there is a star, it means that we have already achieved our 5-year goal. For remedial math completion rates, we have reached our goal. Degrees awarded, we have reached our goal. We are making progress on numbers of transfers and CTE education completion rates. We have fallen on certificates awarded. We have taken a dip last year. We need to analyze what has been happening. ECC has already reached four goals three years early. The degree earned is especially high; certificates remain below baseline. Colleges across the state experienced declines in completion rates (including ECC). There was an interesting article in Ed Source, criticizing all the money we have dumped into the California Community Colleges in terms of all these initiatives such as SSSP, SEP, Basic Skills, etc. Millions and millions of dollars, and yet we don't seem to be moving the needle in terms of completion. An argument could be made that we haven't had enough time. We have only had this infusion of money over the last 5 years and it could take a while to see those improvements. In 3 or 4 years, if there isn't a change seen, questions will arise as to what we are doing with all of this money. We need to be aware of that. Our funding will be scrutinized. It is not just the basic skills or the unprepared student's completion, even our prepared students completion has gone down.

Compton is doing extremely well. They have met their goals on seven of the measures. There are making great progress even on student completion. Kudos to Compton and all the work that is being done there to help their students' progress. The one measure where they aren't on target is the prepared student completion rate. It is very interesting. Why is it that the students who are prepared, aren't completing at higher rates? That is happening here, at Compton and state-wide. Are we putting all our emphasis on the unprepared, so they are progressing? And the prepared are trying to make it on their own devices? That merits great scrutiny and we'll have to take a look at that.

Next meeting we will cover the IEPI indicators and the Scorecard. Any questions? C. Wells: Do we analyze students who start here at ECC and they finish up somewhere else? Dr. Nishime: On the scorecard, it doesn't matter where they complete, if they start at ECC and complete elsewhere, it counts for ECC. That's in the scorecard.

E. UNFINISHED BUSINESS, continued

BP/AP4230 Grading and Academic Symbols: 2nd Reading – Chris Gold (pgs. 42-52)

KDD: This is our second reading so I need a motion to approve. P. Marcoux motioned, M. Fields seconded. C. Gold: We had a first reading on this. There were a couple of questions. As I'm walking you through, I will try and answer those questions. To refresh your memory, for the board policy, it is much briefer. See all the cross outs? We took the procedure out of the policy and put it where it belonged. That is why it is so brief. Any questions about the policy? Let's move to the procedure. The strikeouts and underlines are changes. The biggest changes are that we are now offering pass/no pass, for an option for non-credit courses. This is allowed by Title 5. There was a question last time about incompletes for pass/no pass classes. INP has been added as an option. We ran it by Deans Council. Everyone was OK with that. The rest is straight forward. Are there any questions about the procedure? Most of our conversation revolved around the INP issue. P. Marcoux: Did you run this by Bill Mulrooney and ITS? CG: Yes, I sent it to Bill Mulrooney and I didn't hear anything back. KDD: Any other questions? The BP/AP passed unanimously.

F. NEW BUSINESS

AP5500 Standards of Student Conduct: 1st Reading – Chris Gold (pgs. 80-85)

KDD: Continuing with Ed Policies, we have a first reading for 5500. Chris will talk us through this. C. Gold: If you remember a few meetings ago, we had a discussion about recording in the classroom. And Title 5 recommendations against it. We talked about a syllabus statement. The Senate directed Ed Policies to take a look at the standards of student conduct. That is what we have here. If you take a look at the comment bubble at the top, it walks you through the biggest changes. Basically, we opened it up not to look at the whole thing, which is a very big procedure to look at. We wanted to fix and clarify the section about recording in the classroom. While we were in there, we did a little bit of housekeeping. We updated some of the language in regards to sexual and gender based misconduct. That had been changed since this was last revised. We updated that. We also updated the smoke and tobacco-free campus policy that we passed. We are looking primarily at those three things. We updated the language to the new title for the policy. It's now sexual and gender based misconduct. This language was also run by Jaynie Nishikawa, who approved this. The next change is regarding recording in the classroom. This language was taken out of the Ed Code. It simply says you can't record unless you have permission. Disabled students are allowed to record. That inserts the Ed Code in there. Number 2 updates the section about smoking, so it is in alignment with our new policy. A little more housekeeping with this next section on sexual and gender-based misconduct. We ran this by Greg Toya and Jaynie Nishikawa. They both have to work with this topic. Greg and Jaynie asked if this could stay in there, and Ed Policies was fine with that. This has been run by the Deans, and they were OK with it. Greg Toya is here to give us some feedback as well. M. Abbani: Is the title about disruptive behavior descriptive and explicit enough? R. Turner: What about marijuana and odors on campus? C. Wells: It is inappropriate, let's just change the order of the lead-in language. G. Toya: I wasn't here when the 2015 version was created. We can do some more work on this. Recreational marijuana is legal in CA with Proposition 64, but federal law still prohibits it. The college accepts Federal funds so we must abide by federal laws. Medical marijuana isn't even allowed. Please point this out to your students. C. Striepe: Yesterday, we had a presentation on universal design for any courses for groups that may need accommodations. Examples being elderly or disabled. Gary indicated that students had a lot of reasons to record. I am wondering how we would argue that with him and disabled students. Maybe not necessarily disabled, but all groups who may want to record. C. Gold: We were trying to stick with the intention of the Ed Code.

C. Brewer-Smith: How about the smell of marijuana, is that considered disruptive? P. Marcoux mentioned Cheech and Chong at this point. (There were quite a few snickers from the group). KDD: Some of us address different smells on our syllabi. Perfumes or smoke might be considered disruptive. G. Toya: That is a BIG grey area! There are a lot of situations that could fall under this area. Being under the influence of marijuana is a violation of college policy. Smelling of marijuana, while disruptive, is not. Some senators noted that they address disruptive smells in the syllabi. If people

are distracted by any kind of smell, it could be disruptive. Maybe the student is homeless and hasn't taken a shower in 4 days. It is suggested that faculty work with their division and could consider submitting a Maxient report. Some cases may be more appropriate for Starfish. There was other discussion about what constitutes kicking a student out of class for disruptive behaviors. C. Gold: We are on a tight schedule, so we will discuss this, talk about it and come back with a response. KDD: Maybe we can address disciplinary issues on Fall Professional Dev Day. C. Gold: Any other questions?

Sample Syllabus Statement: Recording in the Classroom – Chris Gold (pg. 86)

Last time we looked at some drafts from other Campuses. We put forth a couple of different options. Ed Policies Committee narrowed it down. We liked this one. We sent it to the Faculty Dev Committee, which had some recommendations. It has been through Deans Council. The Ed Code is there again as a reminder. Some of the conversation we had about recording in general. The reasons to limit it, it stifled student conversation in the classroom. They may not talk about some issues or give their opinion if they know they are being recorded. It is a privacy issue, a lot of people don't want to be recorded. So we want to respect people's rights to privacy. There are issues with copyright infringement. There is the issue of pedagogy. And it does help some students learn because they can listen to lectures again and again. Are there any questions about our draft statement? This is a first reading, so we will be bringing it back for a second and a vote. KDD: This is a recommendation for faculty, correct? C. Gold: Yes, this is a recommendation, it is something for faculty to think about. It is an option. C. Wells: Do we have any policy about instructors recording our students? C. Gold: I think recording in the classroom covers that. Do you get their permission? C. Wells: No, I put it on my syllabus. I record their speeches. And I give it to them with feedback on their presentation. I have done this for years. C. Gold: Some of the campuses require permission for everyone in the classroom. C. Wells: There are other issues. I know faculty who record their classes so students who are absent can see the recordings. I wonder if there are any legal ramifications. C. Striepe: We record in the library, for security reasons. Are we considered a classroom? Is there a need to post signage to notify students? M. Fields: We cover this in Constitutional Law class. We talk about a reasonable expectation of privacy. Most of the time in a public place, you don't have a reasonable expectation of privacy. J. Troesh: If we ever do any language that limits the faculty, staff or school, we definitely should talk to an attorney. C. Gold: Maybe this should be in the faculty handbook to explain professional responsibility. A. Alvillar: We record in athletics and activity classes to show the students ways to improve. Many students learn better when they see themselves. We do let our students know when we are recording them. C. Gold: Thank you every one. I will come back with more information.

G. INFORMATION ITEMS –DISCUSSION, continued

Certificated: Milestones for Success - Dipte Patel and Stephanie Rodriguez

KDD: We are pleased to welcome Dipte Patel (Counseling), and Stephanie Rodriguez (I&T), with a little bit about the Certificates Task Force. The task force is addressing precisely the issue noted in Dr. Nishime's presentation; our need to raise completion rates, particularly for certificates where we've dropped below our standard. We want to make sure the senate knows what is going on and also give you a chance to provide some input. Dr. Rodriguez: Thank you for giving us a few minutes to present on our certificates and what we've been doing with the Task Force. We are channeling both Jean and Jeanie because this aligns very well with what we're working on and understanding some of the changes in the state as it relates to Guided Pathways and Institutional Outcomes. We have Student Equity represented, Counseling and SSSP. We have a task force that is looking at the "Big Picture," and how certificates apply to what we are doing here. I can't help but think that some of you are saying, "Well, what does this have to do with me?" We are looking at the BIG PICTURE and students finding employment. We want to prepare them for that. We are looking at milestones for success. We want students to find a moment of success. We are looking at the possibility of

marketing and helping everyone look at what the goals are. Dr. Patel: Let's go over why this came up in the Council of Deans. We have Institutional Effectiveness Outcomes and one area is completion. When we look at certificates, and that is one of those measures, we noticed we weren't keeping up. The table at the bottom gives you an idea of our historical counts. We established our minimum standards in 2012-13, and looking back, that was our peak year. This team is looking at what is happening and what are the barriers. What are the ways to address this? There are a lot of efforts at the campus currently. We want to make sure there is a benefit for students, and that they are moving forward. Some of the ideas for barriers; there is a deadline or timeline, are we willing to accept these at a later date. Some students miss the deadline. The names of our forms needs work. We have been working with Admissions & Records to see if we can have a rolling period. Are we willing to accept these intents late? Some of this could be marketing and awareness. How are students finding out about when they do meet some requirements? What may be naturally occurring in the classroom already? Is it in the syllabus or was it mentioned? Things we plan on doing is to survey the faculty to see if they have recommendations. We need student feedback and present it at Fall PD Day. Dr. Rodriguez: One of the suggestions is a possibility of including a sample syllabus statement. This would get students thinking if they are in a course and they are almost completing a certificate, transferring, or getting an AS degree. This was recommended by the Faculty Development Committee. KDD: In the past, the FDC has published recommended syllabi statements. This is just a proposal. Dr. Rodriguez: This is a possibility and any feedback on this would be welcome. C. Wells: Are you talking just about CTE certificates? Dr. Rodriguez: For the most part, that's where it started. Based on Jean's presentation, it is much bigger than that. C. Wells: Some institutions automatically give certificates when people complete the requirements. Have we thought of looking at that so they don't have to apply? Dr. Patel: That's a really good question. We are looking to see if our Degree Audit System has the ability. Our current Degree Audit System doesn't automatically inform and evaluate the student, counselor or otherwise, "Hey, you are close to a degree." There are other institutions who automatically convert those. That isn't something that is within our capability. C. Wells: There is software available that can do that, right? P. Marcoux: Datatel is our system and we don't have the capability. D. Patel: Santa Monica has this in their system. It was already programmed in their system. We are implementing a Starfish degree planner tool right now. We want to see if we can produce those reports when a student is close to that. Part of it is determined by what a student has declared in the system. C. Wells: There are systems available that do this. Is it the cost? Why don't we have this type of system? S. Rodriguez: That is a good discussion to have. We are looking at these pathways and it is a possibility to resolve some of these issues. Our students don't even know if they are close to a certificate or qualify. A counselor doesn't know this. We are looking at the internal process as well. Financial Aid is also an issue. Another questions we had in our discussion is, do we automatically reward students on financial aid? That can limit their access as well. It is not as simple as it sounds. This is something we are looking into. R. Cerofeci: This could create a lot of questions that I wouldn't be able to answer. Is there a place where everything is listed that is more appropriate? Dr. Patel: It is in the catalogue, but once we finish Starfish, the student should be able to see it once they log in. That is in the process of development. Dr. Rodriguez: If you have any questions, please contact us.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 14-21)

Many thanks to Claudia Striepe for attending the ASCCC Spring Plenary and representing El Camino. She has gathered notes and brought information to give us some highlights from the Plenary. C. Striepe: KDD will send this link out so you can take a look at what interests you. The ACCJC has an interim president right now. Some positive changes are currently underway. Curriculum is taking too long in the Chancellor's office. More local control is going to be given. They ask that more release time be given to Curriculum Chairs. More training needs to be handled in curriculum matters. Professional Development has areas in need; sensitivity, curriculum, technology, cultural competency. There

are new acronyms for many things. There were legal questions that were not answered. They want everyone to have a legislation officer, like Chris Wells used to be. We need to be informed and having a point person to filter some of the things coming down to the senate. There is much more but that will do for now. KDD: Thanks so much, Claudia.

We will talk about DEAC at our next meeting thanks to Rene Galbavy. For your consideration, we have followed up on the recommendation from this body that we investigate making DEAC a sub-committee of the Academic Senate. That required constitutional change, so we will bring those changes to you at the next meeting.

College Council is having a look at reviewing a number of Ed Policies, including Educational Administrator Retreat Rights. If you would like more information, please check the ECC website or contact KDD.

You may have seen in an email that the Chancellor's Office is having a "Virtual Town Hall". They are asking for feedback because they are developing a "long-term, ambitious vision grounded in the needs of the state." Please consider offering your feedback. The deadline is the 31st of this month. The link can be found at:

https://foundationccc.org/Strategic-Vision-2017

b. VP – Compton Education Center – Paul Flor

Good afternoon. We have a number of meetings scheduled for the month of May. Last Friday we had a strategic planning summit. It was very productive and we addressed some board policies that need to be worked on. We are trying to reflect where we are in the transition with the partnership. We have an enrollment management summit coming up as well. We have news from the legislature with respect to Compton. The assembly and the state senate have moved forward with AB 1299, which got wide support across the state of CA. The state was going to allocate $16.2 million for the Compton District to help us with our transition with infrastructure, technology, and personnel. We will be using 2017-18 as a benchmark base. For the next 3 – 4 years after that we will be assured funding based on that FTES. It is on the assumption that we fly well with accreditation. That would be at the discretion of the Governor's signature. We have a student equity planning meeting in May and we are doing a lot of planning.

c. Chair – Curriculum – Allison Carr (pgs. 22-25)

Please refer to the May 14th minutes on the ECC website. http://www.elcamino.edu/academics/ccc/

Full Course Review Approvals
ARCH 107, 108, CIS 11, 133, COSM 2D, 6, ECHT 191, FASH 10, 29, FTEC 71, 72, 73, BUS 12, 14, 20,

MUSI 258 ABCD

Consent Agenda Approvals
ART 130, 132, 230, 232, CIS 16, 2, ECHT 130, FASH 16, 17, 18, FILM 100, 105, 109, 114, 153

Academic Program Approvals

Architecture A.S. Degree, Architecture Certificate of Achievement

d. VP – Educational Policies –Chris Gold (pg. 26-27)

Our minutes are on page 26. We had a meeting focused on minimum qualifications and faculty service areas. The acting VP of Human Resources (Barb Perez), along with Carolee Vakil-Jessop (Federation), and Chris Jeffries all attended. We had all the bodies necessary to discuss min quals. And we had a good conversation. Basically, min quals are the things we use in hiring. Faculty service areas, which are listed in the contract, are what we use for layoffs. We will have more conversations about that in Ed Policies. We are looking at cleaning everything up. Our FSA's were created in 1990, and they haven't been updated since. We are updating those, methodically going through min quals to make sure they are up to date, and we are creating AP 7311 which is the procedure for min quals and FSA's. We may get this to the senate before the end of the year.

e. VP – Faculty Development – Stacey Allen (pgs. 28-29)

R. Serr said that Stacey just left for class, but to tell everyone that "Everything is going smoothly." KDD offered the report. Mark your calendars, because Informed and Inspired is doing a walking tour on the 11th that is titled, "Getting to Know Your ECC Tutoring Services." This was offered at one of the Professional Dev Day programs, it was very well attended and highly rated. The panel presentation will be on the 18th. You don't need to go to both, you can pop into one that works for you and your schedule.

PRIDE: The application deadline in May 19th. There are lots of folks from the senate involved this term. You have a chance to apply for the program starting in the fall.

f. VP – Finance – Josh Troesh

The big thing we are watching right now is enrollment. It determines our income to the college for years to come. There has been no change for spring which is good news as Dr. Shankweiler told us earlier. We are also waiting on budget information from the governor. Our enrollment may be great, but the governor could come and take our money away. Hopefully, that won't happen.

g. VP – Academic Technology – Pete Marcoux (pgs. 30-36)

Minutes from the March meeting are in the packet. The April meeting was cancelled. One bit of bad news came out this week, the integration tool between Datatel and Canvas to populate rosters is not going to be available as expected. It was supposed to happen this month. There are 8 campuses that need this tool. El Camino is a beta tester. We are not going to be able to do anything until July. This might limit the ability for face-to-face instructors to get Canvas accounts in the fall. They will prioritize, and right now they have to manually import the rosters. This is a setback, we hoped to be up and running this summer.

h. VP – Instructional Effectiveness/ALC & SLO's Update – R. Serr (pgs. 37-41)

ALC minutes from March are in the packet. ALC is finishing up the Community and Personal Development ILO, and the Computer Literacy ILO. Our pilot is going and it is very labor-intensive. We are not making it our priority; we are waiting to see if the ACCJC softens their stance because it is so labor-intensive. TracDat is reflecting spring 2017 SLO & PLO, so you can enter that at any time. KDD: We'll get right on it!

H. FUTURE AGENDA ITEMS

Ed Policies: BP4115/AP4222 Remedial Coursework
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
Strong Workforce Program

Program Viability Task Force: Horticulture
Distance Ed Advisory Committee (DEAC) Updates
Student Success Scorecard and IEPI Indicators
PRIDE: El Camino College's Leadership Academy

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:58 pm   P. Marcoux motioned. P. Flor seconded

TG/ECC Spring 17

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 17, 2017

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

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

Members Present: Kristie Daniel-DiGregorio, Irene Graff, Chris Halligan, Jo Ann Higdon, Dena Maloney, Jeanie Nishime, Barbara Perez, Susan Pickens, Jean Shankweiler, Luukia Smith

Alternates/Guest: Ann Garten, David McPatchell, Tiffany Ushijima

1. Minutes – April 3, 2017: Approved as presented.

2. The April 17, 2017 Board Agenda was reviewed.

3. Policies & Procedures
    a. AP 3710 (Intellectual Property & Securing Copyright) – This new procedure was presented by Jean Shankweiler. There was a question in regards to item # e (Substantial District Support) as to what constitutes "exceptionally expensive District equipment." There was also question in regards to item # f (Work for Hire or Invention for Hire) and how that would interface with sabbatical leaves. It was determined that these questions can be handled outside of the procedure and could be covered in faculty contract language. The ECCFT will get a legal opinion on these. This procedure was approved by College Council and is ready for Board review.
        i. BP 3710 (Intellectual Property & Securing Copyright) – This new policy was presented by Jean Shankweiler. This policy was approved by College Council and is ready for Board approval.
    b. AP 2710 (Conflict of Interest) – Legally required – This new procedure was presented by Barbara Perez. There was a question about the last sentence in paragraph #5: *"This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 71210(b))."* The language in this sentence will be clarified and the procedure will be brought back to the next meeting.
    c. AP 3400 (Statement of Economic Interest) – Legally Required - This new procedure was presented by Barbara Perez. The language in this procedure came

from the current BP 3400. This procedure was approved by College Council and is ready for Board review.

    i. BP 3400 (Statement of Economic Interest) –   This policy was revised because the original language was moved to an administrative procedure. The policy was approved by College Council and is ready for Board approval.

  d. AP 7125 (Verification of Eligibility for Employment) – Legally Required – This new procedure was presented by Barbara Perez. The procedure was approved by College Council and is ready for Board review with one correction: paragraph # 5, last sentence "…*the District will retain such forms for at least three years or until one year after the person*s…"

    i. BP 7120 (Recruitment and Selection) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.

  e. AP 7233 (Claims for Work out of Classification) –Legally required – This new procedure was presented by Barbara Perez. The procedure was approved by College Council and is ready for Board review.

    i. BP 7130 (Compensation) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.

   ii. BP 7230 (was 7220) (Classified Employees) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.

  f. AP 7250 (Educational Administrative Reassignment Rights) – It was determined that this revised procedure would be brought back to the next meeting.

    i. BP 7250 (Educational Administrators) – It was determined that this new policy would be brought back to the next meeting.

4. College Council Summer Schedule – College Council will meet on Board meeting days for June, July, and August 2017.

5. Future Meeting Dates:
  a. May 1, 2017, 1:30 p.m., Library 202 (Monday)
  b. May 22, 2017, 1:30 p.m., Decathlon Room (Monday)
  c. June 19, 2017, 1:30 p.m., Library 202 (Monday)
  d. July 17, 2017, 1:30 p.m., Library 202 (Monday)
  e. August 21, 2017, 1:30 p.m., Library 202 (Monday)
  f. September 5, 2017, 1:30 p.m., Library 202 (Tuesday)

Upcoming College Council topics:

1. Continue the process of reviewing the list of legally required board policies and monitor the update of policies.

2

The Facilities Steering Committee provides input for Program Planning, reviews related documents, and makes recommendations for the Facilities Master Plan. Claudia Striepe (Library) and Angela Simon (Psychology) are your Academic Senate and ECCFT representatives respectively. The Committee met on the 1st May 2017. Here are the highlights:

- Deborah Shepley (AIA, LEED AP), Rory Natividad (Dean, HSA), and Gary Greco (Director, SRC) delivered a presentation on "Universal Design in Higher Education." "Universal Design" can be defined as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Universal Design is a process and is much more broad than Accessible Design, which is specifically for the disabled in accordance with the ADA.
- Questions asked by our constituents were addressed by President Maloney and the committee.
  - ü The new Student Services building needs to be built before the old center and Student Activities building are demolished. No Users Group have been formed for these projects yet. (By the way, the groundbreaking for the Student Services Center will be on 5/22/17 at 3 p.m.)
  - ü There are several campus functions/operations that will need a permanent space and these spaces must be accounted for in the planning of new buildings. These include the offices for the labor unions on campus (ECCFT, ECCE, and POA) and for the Academic Senate. This resulted in a discussion of the possibility of a covered facility for students and employees to eat.
  - ü The various campus clocks are often incorrect, and will probably remain that way for some time. (Get it, time?!?)
- The first floor of the new parking structure, Lot C, is now open for employee parking only. (The remainder of the structure should be ready by the end of August.) Please park there so Angela can once again easily park in Lots J, K, and the (secret) triangle. Thanks!!!
- Tom Brown, Director of Facilities, presented an update on the Facilities Master Plan.

Much of the information reported here, including meeting minutes, agendas, PowerPoint presentations, and the Facilities Master Plan are available at the sites below:

http://www.elcamino.edu/administration/campus-committees/facilities-steering-committee/index.asp

http://www.elcamino.edu/administration/facilities/

Please contact Claudia Striepe (cstriepe@elcamino.edu; EXT. 6006) or Angela Simon (asimon@elcamino.edu; EXT. 3559) for questions, comments, or ideas which you would like passed along to the Facilities Committee.

From March 2017

- All single use bathrooms on campus are now designated as gender-neutral. Don't worry, there are still designated facilities for staff only. Gentlemen, remember to put the seat down!!!
- Mr. Glenn Dea, from Creative Design Associates (CD/A), discussed ECC's ADA Self-Evaluation and Transition Plan. ECC's programs must be accessible for persons with disabilities. CD/A began an evaluation of facilities in February (apparently small robots were involved!!!) and will develop a Transition Plan for the college.
- Some faculty members have asked questions which your reps are bringing to the Committee's attention.
  - There was a question regarding the preservation of historical buildings on campus. The South Gym will eventually be the oldest building standing, but there are no plans to preserve any portion of it. Archival records (including pictures) of past buildings do exist; it appears that this practice will continue. This prompted a discussion of the Warrior sculpture on the P.E. building. This sculpture will be preserved and relocated.
  - The new Lot C parking structure does have the infrastructure for electric car chargers, but no actual devices are available as of yet. This appears to be a work in progress.

If you have the time, and motivation, check out detailed Facilities information on these sites:

http://www.elcamino.edu/administration/campus-committees/facilities-steering-committee/index.asp

http://www.elcamino.edu/administration/facilities/

Please contact Claudia Striepe (cstriepe@elcamino.edu; EXT. 6006) or Angela Simon (asimon@elcamino.edu; EXT. 3559) for questions, comments, or ideas which you would like passed along to the Facilities Committee.

Equal Employment Opportunity (EEO) Survey: FAQ

What is Equal Employment Opportunity (EEO)?

Equal Employment Opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the El Camino Community College District (ECCCD). It should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups legally protected from discrimination.

What is the purpose of this EEO survey?

This is the first year of implementing an EEO survey, which was designed in response to the development of the 2016-2019 Equal Employment Opportunity Plan. The EEO Plan reflects ECCCD's commitment to creating a working and academic environment that fosters diversity and promotes excellence. In light of this commitment, the survey aims to better understand the campus community members' experiences and to identify opportunities for creating safer and even more inclusive environment.

When will I receive this EEO survey?

On May 22nd, you will receive an email from the Office of Staff & Student Diversity with a link to complete the survey online. If you do not have email access, your supervisor will provide you with a paper copy to complete. You will have two weeks to complete the survey.

How long will this take?

This survey will take approximately 15-20 minutes.

How will the results of the survey be used?

The survey responses will inform ECCCD's efforts to implement ongoing diversity programming that offers learning opportunities and personal growth in the area of diversity. These efforts include professional development workshops, training sessions, and invited guest speakers to promote and celebrate cultural diversity.

Do I have to complete the survey? Why should I do it?

Your participation is entirely voluntary, and you can stop participating at any time. However, the EEO survey provides a unique opportunity to share your voice, experiences, and knowledge of what is and is not working well within ECCCD. Your participation is critical because ECCCD needs to hear from everyone to ensure it meets the specific needs of its employees in creating an environment that respects and equitably serves all persons.

How will my individual responses be used? Will others know how I responded to any particular survey item?

Your responses will be anonymous. We will not publish or distribute any information that could identify any of our participants. Final results will only be reported as aggregated data. Nevertheless, if you are concerned, you can skip any questions that you feel will make it easy for you to be identified.

Will the result of the survey be available to participants?

Yes! The full report will be shared at Fall Professional Development day and will be posted online as soon as it has been finalized.

Who can I contact if I have questions or concerns about the survey?

You can contact Jaynie Ishikawa, Director of Staff and Student Diversity Office, at (310) 660-3593, ext. 3813 or via e-mail at jcishikawa@elcamino.edu.

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Dear Colleagues,

The recent article by Larry Gordon of *EdSource* (read here), should cause all of us some concern. Since the passage of the Student Success Act of 2012, college faculty, staff, and administrators have been working hard to design and implement policy changes and interventions based on the recommendations of the Board of Governors' Student Success Taskforce. Our colleges have made great strides--improving their ability to assess student outcomes, evaluating achievement across our diverse student population, and implementing local initiatives and interventions aimed at improving student success. During this time, the State of California has supported these efforts by investing well over $1.5 billion in initiatives, such as Student Equity, Student Success and Support Programs, Basic Skills Initiative, Career Pathways Trust Fund, and the Strong Workforce all targeted at increasing the number of students obtaining a quality community college credential or becoming transfer ready. Despite our great strides as a system, the article in *EdSource* demonstrates the unacceptably slow pace at which we are seeing meaningful improvement in our student completion data. For instance, the article highlights that overall completion rates for our six-year cohorts have not improved:

2010-11	48.8%
2011-12	49.2%
2012-13	48.6%
2013-14	47.5%
2014-15	47.3%
2015-16	48.0%

While we could choose to respond to this assessment with explanations of why completion outcomes have not improved, I urge that we instead use it as an opportunity to re-double our efforts and approach our work with renewed urgency and intentionality. In this spirit, the Chancellor's Office has proposed implementing the Guided Pathways framework as one solution. The Guided Pathways framework will assist colleges in improving student achievement outcomes by focusing efforts throughout the system on practices and interventions that work at scale, integrating planning across all divisions and silos on college campuses and in the Chancellor's Office, and leveraging all of the state investments made in pursuit of improving student outcomes. As we work with the governor and Legislature to clarify the legislative language and intent, I will be organizing the Chancellor's Office to effectively implement this framework and to identify the regulatory changes that need to be made in order to support this work at the college level. This effort will take the experience gained from the Foundation for the California Community College sponsored California Guided Pathways Project and use it to

inform implementation of the Guided Pathways framework across the entire community college system.

While Guided Pathways is a powerful framework, it is by no means the only one. That is why I am actively soliciting your input for the ongoing strategic visioning process. I want your best and most innovative ideas to help develop a strategic, long-term vision for the California Community Colleges that identifies clear goals for the system and provides broad recommendations for how to accomplish those goals. I encourage you to submit your input through our online portal.

While we work to develop the strategic vision, I urge you to focus on some immediate steps that you can take to help spark the improvements in student achievement that we all want to see. Below are three strategies, developed and tested by community college practitioners, that have been shown to "move the needle" on student retention and completion. It is only through a relentless and sustained focus on practices and policies such as these that we will accomplish meaningful increases in student achievement.

Multiple Measures Placement

The use of high school transcript data, along with other student data such as grade point average, has demonstrated stronger predictive value than using standardized placement exams alone in placing students in college courses. Across the state, California colleges piloting the Multiple Measures Assessment Project (MMAP) have been able to access the necessary data and are reporting improved student outcomes with the use of multiple measures in their own local experience. Other institutions such as Sierra College and College of the Canyons have developed highly effective multiple measures placement models on their own. Further, research from the Community College Research Center at Teachers College, Columbia University continues to support this practice. With this mounting evidence and experience, it is time for more colleges to adopt this proven student success practice.

Action Recommended: Colleges should end the use of standardized placement exams as the primary tool to place students in college courses. Colleges are recommended to design and implement a multiple measures placement model using high school transcript data and/or other locally available student data that demonstrates predictive value.

Implementation Support Resources: The Chancellor's Office recommends the following resources to support the design and implementation of multiple measures placement models.

- The Research & Planning (RP) Group Link
- Cal-PASSPlus Link

In addition to these recommended support providers, colleges are encouraged to partner with the California Colleges Guidance Initiative (CCGI). Beginning Fall 2017, students accessing CCGI will be able to launch their CCCApply applications. For high school students from a partnering CCGI district this functionality enables a "hard match" between students' K-12 unique identifier with their community college identification number. This will allow colleges to access demographic data and transcript data that is updated monthly throughout their high school experience. Such data can assist a college in implementing multiple measures placement models as well as dual enrollment programming.

For colleges that do not currently have local access to high school transcript data, we recommend reaching out to local high school and K-12 districts and develop data sharing agreements.

Remedial Education Reform

Even with improved placement models, a significant number of students lack the basic skills necessary to succeed in college-level credit courses and are in need of remedial education. The Student Success Taskforce and the Basic Skills Initiative called for significant reform of basic skills education. In addition, several faculty led efforts, locally and system-wide, have achieved important improvements. Both the California Acceleration Project and 3CSN are Chancellor's Office supported, faculty-led efforts that have developed effective local and system-level strategies and provide faculty professional development in this area.

Action Recommended: Colleges should take an aggressive and intentional approach in implementing remedial education reforms that significantly reduce the types and number of basic skills sequences a student must complete, that consider co-requisite models, which maintain a student's momentum toward achieving an educational outcome, and that rely on scalable models of interventions that are integrated across the college and supported by college-level strategic planning.

Implementation Support Resources: The Chancellor's Office recommends the following resources to support the design and implementation of remedial education reforms.

- The California Acceleration Project Link
- 3CSN Link
- The RP Group Link
- The Academic Senate for California Community Colleges Link
- Institutional Effectiveness and Partnership Initiative Link
- Complete College America Link
- Carnegie Foundation, Math Pathways Link

College Promise

Many colleges, in partnership with K-12 districts, universities, and local government are establishing College Promise initiatives across the state. These efforts were recently supported by the distribution of California College Promise Innovation grants. College Promise initiatives have been shown to improve college-going rates and completion of post-secondary credentials. The Chancellor's Office is working with members of the Legislature and other policy leaders to support a statewide framework for College Promise initiatives that focus on improving student outcomes and reducing the cost of attending college.

Action Recommended: Colleges involved in establishing College Promise initiatives are encouraged to continue to build on their efforts and bring together local K-12, university, philanthropic, and municipal partners for the purpose of streamlining pathways from pre-K to a bachelor's degree. Colleges should place an emphasis on system alignment and implementing practices that improve student outcomes. Examples range widely, but include: improved curricular articulation, dual enrollment, and summer bridge programs. A secondary emphasis should be creating low to no-cost pathways for local students that leverage the BOG Fee Waiver and other aid programs. For students who do not qualify for fee waivers or need-based aid programs, colleges are encouraged to seek philanthropic support to cover the remaining local students, or leverage existing scholarship resources through college foundations. Colleges can access College Promise Innovation grants, Innovation Award resources, as well as SSSP and Equity fund to support students that are part of College Promise cohorts.

Implementation Support Resources: The Chancellor's Office recommends the following resources to support the design and implementation of College Promise initiatives.

- Legislative Analyst's Office Overview of Tuition-Free Programs Link
- LongBeachCollegePromise.org Link
- College Promise Campaign Link
- WestEd REL West Link
- Community College League of California Link
- Career Ladders Project, Dual Enrollment Toolkit Link

Code Alignment Project Process Outline

Commitment

- College signs commitment form, gained approval from participating parties
- Code Alignment Team works with college to schedule kick-off call
- *Est. time: 1-3 weeks*

Kick-Off Call

- Code Alignment Team describes process and answers questions
- College determines which programs to review
- *Est. time: 1 hour*

Code Map

- College fills out Code Map for highlighted programs with current codes (this can be done with the help of a CTE Data Unlocked Expert)
- *Est. time: 1-3 weeks*

Code Binders

- Code Alignment Team compiles Code Binder, which lists possible codes for each program and document commonalities across similar programs
- *Est. time: 1-3 weeks (depending on # of programs)*

Short Verification

- Code Alignment Team sends a list of job titles and courses associated with each program for review
- College faculty gives feedback via email
- *Est. time: >1 week*

Webinar

- WestEd hosts webinar to go over process with the college representatives that will participate in the face-to-face meeting
- College coordinates date and attendance for the webinar
- *Est. time: 1 hour*

Face to Face Meeting

- College coordinates logistics for meeting and recruits discipline faculty, curriculum chairs, and others for a face-to-face workshop
- Faculty only attend the portion of the day focused on their discipline
- Code Alignment Team facilitate meeting and document decisions
- *Est. time: 1 day (format up to college)*

Verification

- College vets changes and implements changes
- College provides list of final changes to Code Alignment Team
- College nominates a local curriculum expert to support the review process at another college
- *Est. time: 1-3 weeks*

College Tasks   Code Alignment Team Tasks (WestEd, Centers of Excellence, ASCCC)   http://doingwhatmatters.cccco.edu/LaunchBoard/CodeAlignment.aspx

25 of 100

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE MINUTES
Tuesday, May 9, 2017 -- 1:00-1:50 SOCS 123

Spring Meetings from 1-1:50 pm in SOCS 123: Tues Feb.28; Tues Mar 14; Tues Mar 28; Tues April 25; Tues May 9; Tues May 23 (tentative)

Members:
Darcie Descalzo (NS); Mark Fields (IT); Christina Gold (Chair, BSS); Vanessa Hayes (Absent - CEC); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Deans Rep: Linda Ternes (Math)
Visitor:
Barb Perez (Interim VP of Human Resources)

I) Minimum Qualifications
- Our committee is responsible for ensuring that our local minimum qualifications stay up-to-date with state changes and that minimum qualifications go through the proper consultation process with discipline/program faculty, the Senate, and the Board of Trustees.
- The committee reaffirmed the need to edit, update, and post the minimum qualifications list.
- We had an extensive discussion about the interdisciplinary minimum qualifications and whether or not they should be listed in our local minimum qualifications list. Barb reminded us that only disciplines that are on the official Chancellor's Office disciplines list can be listed in headings on our local minimum qualifications discipline list.
- Chris G. was concerned that we are hiring faulty in interdisciplinary programs but have not codified the associated minimum qualification anywhere. In those cases, Barb says that Human Resources pulls the old job announcement and uses that minimum qualification. We discussed the possibility of creating a more transparent, official process that would ensure that interdisciplinary min quals follow through the same process of consultation as other discipline min quals. Barb asserted that we haven't had any problems in the past and doesn't see a need for it to change.
- We discussed the history of the Human Development classes and minimum qualifications. As an interdisciplinary program with an interdisciplinary minimum qualification, we talked about a compromise in which the Human Development minimum qualification could be codified as a notation or subheading under Interdisciplinary Studies.

II) Faculty Service Areas and Competencies
- The ASCCC paper about min quals and FSAs (in our packet) explains that colleges handle FSAs differently. Some colleges have one FSA for all faculty, others correlate FSAs directly to disciplines, and still others subdivide disciplines so that lay-offs will ensure that the most qualified faculty remain teaching in their disciplines.
- Ed Code asserts that to be assigned to an FSA, faculty must meet the any competencies related to an FSA <u>and</u> the min quals.
- ECCFT would like to subdivide some disciplines and Barb began a draft.
- Subdividing the disciplines means that competencies would need to be created for each category within a discipline. So, to be assigned to an FSA @ ECC a faculty member

would need to meet the min qual for the discipline and the competency for the subcategory of the discipline.
- Discipline/program faculty need to be consulted about how their disciplines/programs will be subdivided and to create the competencies linked to each subcategory.

III) AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- Barb started a draft of AP 7211 and Chris G. made edits and bubble comments that were included in our packet.
- We didn't have time to talk about AP 7211.

IV) Task Force – Minimum Qualifications, Faculty Service Areas, and Equivalencies
- The committee decided that given the amount of work and the depth of knowledge required to do it, we will create a task force of the ECCFT, Academic Senate, and Deans to work on min quals, FSAs, equivalencies processes, and AP 7211.
- Task force leaders will meet on May 23rd to talk about membership, purpose, and tasks.

V) Thanks!
- Chris G. thanked the committee members for their hard work and looks forward to next year!
- We will not be holding the tentative meeting that was scheduled for May 23.

EPC Packet (Please also refer to the packet from our last meeting).
1. ECC Local Minimum Qualifications
2. Appendix G of the 2014-16 Faculty Contract
3. AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies (draft)
4. AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies (CCLC template)
5. Minimum Qualifications - Ed Code, Title 5 & ACCJC Standards
6. ASCCC Fa

Faculty Development Committee Meeting
Minutes for Tuesday, May 9, 2017
Library West Basement   1-1:50 pm

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

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Dustin Black (Present)	(DB)	Behavioral & Social Sciences
Anna Brochet (Present)	(AB)	Counseling
Ross Durand (Excused)	(RD)	Industry & Technology
Briita Halonen (Present)	(BH)	Humanities
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Excused)	(SO)	Humanities
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Excused)	(LMT)	Professional Development
Evelyn Uyemura (Excused)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation
Andree Valdry (Present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Spring 2017 Meetings: ~~February 14~~, February 28, March 14 & 28, April 25, May 9 & 23, June 6 (if needed).

AGENDA
1. New member: Welcome Anna Brochet, EOPS, Counseling
The FDC welcomed our newest member with introductions. We are especially pleased to have Anna join the committee and to have Counseling represented on the FDC.

2. Informed and Inspired (I & I): Lunchtime Faculty Development Series
(SA) reminded the FDC that we have postponed our May 4th meeting to May 11th.
The May I & I theme is "Getting to Know ECC Tutoring Services."

(SK) confirmed that the walking tour on May 11th will include the KEAS Center, Math Study Center, the Writing Center, Reading Success Center, and the Learning Resource Center. The follow-up meeting on May 18th will provide an opportunity for faculty to brainstorm how they can best utilize the tutoring services to achieve student success in their classes. Tutoring center coordinators will help facilitate the roundtable discussion on May 18th.

(SA) reported that faculty have requested access to Dr. Kwon's PowerPoint presentation on Autism Spectrum Disorder and suggested it would be helpful to have a dedicated link on the Professional Development and Learning webpage devoted to Informed and Inspired resources. The FDC agreed and will consider including this when determining fall 2017 initiatives.

(SA) recommended that the FDC begin exploring I & I themes for the fall semester.
(BH) suggested that "writing across the curriculum" could be particularly helpful for non-English faculty looking for effective strategies to evaluate writing assignments. She noted that _Engaging_

Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom by John C. Bean is an excellent resource for practical and applicable strategies for faculty in a variety of disciplines.

(CS) expressed an interest in hearing from students in an I & I series. This generated great interest from the committee who concurred that this could be particularly interesting. (SK) suggested we consider inviting a panel of students from each discipline to share their feedback on assignments/activities they have found most useful. (BH) recommended a panel of students from various clubs/organizations such as ASO or the Muslim Student Association (MSA). She noted that Rachel Williams helped to coordinate/facilitate the recent "Muslim in America" segment of the new Student Empowerment Dialogue Series and could be of assistance. (SA) suggested that Chris Dela Cruz (SDO) could also assist with coordinating student clubs. In addition, (DB) noted that perhaps Irene Graff (IRP) could be helpful to providing useful demographic data the ECC student population.

(BH) noted that an I & I series focusing on multiple-measures assessment could be helpful for faculty. (AB) concurred and explained that counselors are currently piloting multiple-measures assessment in math. An I & I series could help demystify some of the concerns that faculty may have.

3. **Statement/policy encouraging faculty to complete a variety of flex activities**
The FDC revisited a discussion from 4.25.17 concerning the implementation of a policy or a statement on the flex "matrix" that would encourage faculty to complete flex obligations from a variety of categories. After much discussion, it was decided that such a policy change or statement is not needed at this time.

4. **Fall Professional Development Day – Thursday, August 24, 2017**
(SA) presented the following themes, speakers and objectives for review by the FDC:

Proposed Theme #1:
Celebrating Success and Looking to the Future
  · Highlight anniversaries: ECC 70th, Compton 90th
  · Showcase successful student programs/services (i.e., Forensics, The Union/Warrior Life, math team, athletics/Scholar Ballers) [send request to listservs encouraging programs to submit photos and short description of their achievement(s)]

Proposed Theme #2:
Getting to Know Our Students
  · Demographic data from IR
  · Quiz faculty on student demographics using Poll Everywhere
  · Student speakers from various clubs/programs

Possible outside speakers
  · Dr. Jean Twenge – Psychology Professor – SDSU, author of *Generation Me*
  · Dr. Veronica Neal – Faculty Director, Office of Equity, Social Justice, and Multicultural Education, DeAnza College. "Dr. Neal is an organizational equity and cultural humility specialist with over two decades of experience as diversity and social justice educator, trainer, coach and consultant. She is a certified diversity professional, integral coach and workplace conflict mediator."

Objectives:
- · Develop theme to support relevant campus-wide initiatives (i.e. Starfish, Process Improvement, Education Master Plan, Guided Pathways)
- · Develop theme that addresses the four challenges facing ECC as outlined by Dr. Maloney at Fall 2016 PD Day:

1. How do we move the college forward to support student success during a time of change?
2. How can we shift our focus to better include the student perspective in promoting student success?
3. How can we strengthen ECC and make it an even better place for colleagues to work together to serve students?
4. How can we support innovation in what we do and how we advance our students and our community?

Summary of Discussion

(BH) characterized Theme #1 (Celebrating Success and Looking to the Future) as a refreshing and lovely way to start the fall semester. She noted that this would be very different from what we've done in the past. Not only would this be an opportunity to celebrate student achievements, it would be informational as well. (CS) noted that it would provide an opportunity for faculty to learn valuable information about successful student programs that they could share with their students.

(SK) proposed that students from the forensics team debate a topic relevant to ECC students, such as whether computer labs on campus should include Macs.

(CS) suggested that faculty achievements be recognized in addition to student achievements, such as Traci Granger's recent swimming accomplishments. (BH) noted that Barbara Jaffe recently published a book and (SA) commented that Dr. Shankweiler recently began a new program, "Focus on Faculty" which recognizes some of these professional achievements that take place outside the classroom. (SA) suggested we recognize Angela Simon, Julieta Ortiz, and Dustin Black for their recent awards as well as faculty and staff from Compton who have received honors. (AV) noted her colleague, Wendy Wimberly was just named Distinguished Staff at Compton.

(CS) reported that a time capsule is buried beneath the ECC bell and recalled that it was opened during the 50th anniversary. Additional items were placed in the capsule at that time. This generated much excitement among the committee. (AB) noted that it would be interesting to open the capsule at this time noting that a lot has changed in the last 20 years.

After much discussion, the FDC agreed that if the central focus of Fall 2017 PD Day is on highlighting achievements and milestones at ECC and Compton, an outside speaker may not be suitable.

Meeting adjourned at 1:51 pm

SA/5.9.17

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 16, 2017

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MEMBERS PRESENT

☒ William Garcia– Student & Comm Adv.   ☒ Rory K. Natividad – Chair (non-voting)
☒ Amy Grant – Academic Affairs   ☒ Cheryl Shenefield–Administrative Services
☒ Ken Key - ECCFT   ☒ Jackie Sims -Management/Supervisors
☒ Araceli Rodriguez – ASO, Student Rep. ☐ Dean Starkey – Campus Police
☒ David Mussaw – ECCE   ☒ Josh Troesh - Academic Senate

Other Attendees: Members:
Support: B. Atane, I. Graff, J. Higdon, J. Nishime, R. Russell, J. Shankweiler
Guest: G. Toya

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The meeting was called to order at 1:02 p.m.

An ASO update by A. Rodriguez was added to the agenda.

Approval of the March 2, 2017 Minutes
1. Page 2, Annual Calendar, #1, **correct**: May 15 **to:** April 15.
   #2, **correct:** Area Plan **to:** College Plan.

College Planning Update – I. Graff (link)
1. It was noted the Unit Plans were due on March 15 and a lot of the plans were successfully submitted. The next step will be moving on to the Area Plans which will be due May 15.
2. The Comprehensive Master Plan, which will be presented to the Board for approval next Monday, was presented to the committee. After the plan is approved by the Board, individual copies will be distributed to the committee. It was noted the implementation is what will be different about this planning process than in previous ones. Actions will be taken and planned out over a five-year period.
3. The Planning Summit which kicks off the Comprehensive Master Plan is scheduled for April 21. The members of the PBC are invited to the summit and are encouraged to participate.
4. There is a phase II coming up which will be taking the master planning down to the program level. For the most part it will take program review and meeting the Educational Master Plan to create some alignments and strategic directions over the next five years for every program on campus. A program is defined as a unit which has a program review. With all the various changes being made, the anticipated date for completion of phase II should be fall 2017.
5. I. Graff thanked the committee for all of their assistance in the working on and reviewing this plan.

Compton Accreditation Update – I. Graff (link)
1. The accreditation team visit for Compton went well. It was noted while the accreditation team was reviewing the evidence they were touch by the impact the institution has had on the community. During the exit interview, they gave everyone a standing ovation.
2. The accreditation team did lay out some recommendations for improving institutional effectiveness. This was noted as only being something minor. The Commission will review the committee's final report in June. The results should be communicated to us by the end of June or beginning of July.

3. W. Garcia was recognized for the work he did in handling all of Compton's Student Services Program Reviews.

VP Area update, SCA – J. Nishime
1. The committee was informed that W. Garcia will be leaving El Camino College. He has accepted the position of Vice President of Student Services at Las Positas Community College. He will be with El Camino until the end of this April. W. Garcia was thanked for the work he has done with the PBC. Greg Toya will be taking W. Garcia's position on the PBC.
2. The accreditation mid-term report for El Camino was due but we ironically received a corrected letter from the Commission was due October 15, 2017. The report will be put on the Commission's agenda for June and our visits will continue in the fall.
3. Last fall we had a consultant do a process improvement review of our intake through the registration process. There were five major recommendations that resulted from this review as well as 50 other recommendations which came from the data review. From all of the information received, an action plan has been developed to remedy those areas where we are not servicing of students well.
4. One of the items noted was that we had no mechanism in tracking our students. ITS has made it a priority to purchase a CRM constituency relation system. This would enable us to track someone from the time they are a prospect throughout the intake process. One other finding noted from the consultant was that our financial aid should be moved up in the process. This often is a determining factor a student looks at in going to a particular college. In the future our steps to enroll will include a financial aid application. Another item noted was the process is not very welcoming as there is not a lot of human touch in the process. More personal emails could assist in this process instead of just the boiler-plate documents. Other processes will be reviewed to see if they can become more user friendly for the students.
5. A Gradfest is being planned for May 2. Vendors will be selling commencement merchandise. The Gradfest will help make the merchandise more visible to the students. The Bookstore is working on planning this event.
6. The implementation of Starfish and degree planner. The Counseling and IT departments have been meeting frequently for a long time on this project. The beta test was done for Starfish Early Alert in the fall. The beta test will end this upcoming May and a debriefing will be done to review the results. Degree planer is currently being tested by the counselors.

ASO Update – A. Rodriguez / G. Toya
1. A. Rodriguez gave an update of her trip to Washington. The bill she was encouraging support for was the Homeless Student Act of 2017. She noted it was an amazing experience to be able to communicate with legislative staff and senators. The other students who also went on the trip were able to see the legislative process in action and do some lobbying for all students.

Annual Planning/Budgeting Calendar – R. Natividad (handouts)
1. Additional discussion took place about the dates and timing of the program plan, unit plan and area plan since there is now the addition of the college plan. Program plans will be moved forward to an earlier due date of November 1 to allow for proper discussion and prioritization. Unit plans for 2018/19 will be moved to March 1 and Unit plans to April 1. The final prioritization of plans will be placed in the College plan by May 1. The timing should allow program to be informed of their allocations during the summer and before the next planning cycle.

Adjournment – R. Natividad
1. The meeting adjourned at 1:45p.m. The next meeting will be held on **April 6, 2017** in Library 202.
RKN/lmo

Assessment of Learning Committee (ALC)
Monday, April 17, 2017
COMM 109 - 2:30pm to 4:00pm

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

Recorder: Isabelle Pena

Attendees:

Academic Affairs ECC – Linda Clowers
Compton Coordinator – Hoa Pham
Behavioral & Social Sciences – Janet Young
Business – John Mufich
Fine Arts Associate Dean – Walter Cox
Health Sciences and Athletics – Russell Serr
Humanities – Kevin Degnan & Rhea Lewitzki

Industry & Technology – Bruce Tran
Library/LRU – Claudia Striepe
Mathematical Sciences – Susanne Bucher
Natural Sciences – T. Jim Noyes
Inst. Research & Planning – Joshua Rosales
Compton Division 1 – Hoa Pham

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I. **A. Approval of Minutes**

John M. moved to approve the minutes for the 3/13/2017 ALC meeting; motion was seconded by Russell S. Motion was carried.

B. Facilitator Meeting
April 18th Facilitator meeting is cancelled.

II. **Reports**

A. FALL 2016 SLO/PLO Assessment completion – *Russell Serr*
1. Currently, we are at 90% overall completion for SLO assessments and 54% for PLO assessments. Russell S. will forward the updated summary reports to facilitators.
2. At the end of this week, we will switch the TracDat summary flags to reflect Spring 2017 assessments due.

B. Next 4-Year Timeline (2017-2020)
Submission for the next 4-year assessment timelines have been extended to June 1, 2017. Timeline worksheets will be sent out to the divisions in the next couple of weeks.

C. Standard Met/Not Met
1. Janet Young suggested adding another selection to this assessment category: Partially Met or Almost Met; this would cover those assessments where the results have not reached the minimum Standard and Target for Success, but have come really close to it.
2. Russell S. asked those in attendance what their thoughts were on adding.
   - Susanne B. asked if this was really necessary if they put in the report the percentage of students that met the standard; Linda C. stated that it would be helpful to have a

field that shows this information so that it is easily seen; Jenny S. stated it would help to add a field that shows the straight percentage and then average it out across courses, in addition to the "Standard Met/Not Met".

3. Russell S. suggested we table this discussion for later since Janet Y. is not present.

D. **English Pilot on Data Disaggregation** – *Kevin Degnan*
1. Russell S. stated that the ACCJC and Academic Senate have been discussing disaggregation of assessment data.
2. Humanities division is working on a pilot on disaggregation of data; they started last semester.
   - Was going to use Google Sheets but there were logistical challenges. Their solution: Their designated administrative support staff creates an individual roster sheet for each section and a master spreadsheet, using Excel. Sheets were populated with roster data (student names and ID numbers), which IRP can then populate with the disaggregated data after the results have been collected and entered.
   - Kevin D. & Rhea L. then e-mailed the individual spreadsheets to the respective faculty to fill in with their results. Each spreadsheet had the SLO statement.
   - They collected data on each assignment—both grade and SLO result. Data/results were transferred to the master spreadsheet.
   - This semester they improved on the process a bit.
3. John M. stated that it seems like a waste of data entry when the method of entry is easy with Gradebook. It seems that it would be a better solution using Gradebook, unless it is not flexible enough to accommodate additional data entry points. He stated he would like to have a discussion with Art Leible of ITS to see if we can accomplish this using Gradebook. Kevin's understanding of Gradebook on the portal is that it is an inadequate system for this type of task. Kevin D. agreed that the process for collecting SLO data should be much simpler and streamlined with the data that comes from the registration system and the grade system.
4. John M. stated that we probably have the flexibility to set up our Gradebook ourselves; each individual faculty can set up their Gradebook menu; can set up an assignment for SLO #1, #2, #3, etc.; he suggested that we pilot it and see if it works and if it gives us the percentage with numbers; he will look into this.
5. Kevin D. still thinks that there should be a central database administrator who would set it up rather than having each individual instructor setting up their own Gradebook; Jenny S. agreed and stated she can see problems arising with having individual instructors setting up their own Gradebook.

E. **Alignment Grids** – *Janet Young*
Will table it for next time since Janet Y. is not present

III. **Community and Personal Development ILO** – *Jenny Simon*
A three-pronged approach was used: Utilization Data, SENSE & CCCSE surveys, and Short survey.

A. 1st prong - Utilization Data from 2014-15 is done: Had 100% response rate. Met with Robin Dreizler and some ALC members before this meeting.

B. 2nd prong - SENSE & CCCSE surveys: Josh is looking at the SENSE survey (given to incoming students) from 2014 and 2016. He is about halfway through comparing the data. Still have not started going through the 2014 CCCSE survey data. They will be giving another CCCSE survey this fall but we will only be using data from 2014. There is a lot of information and covers a lot the different categories. The challenge is trying to whittle down the amount of data to something that is usable.

C. 3rd prong - Short Survey:

1. John M. piloted the short survey. Used a modified version of the handout from the last meeting. Joshua R. put it in a format which can be answered using Scantron. John M. used it in five of his classes, which consists about 70-80 students. It took an average of 10 minutes to do both sides.
2. Joshua R. stated they will be scanned this week. Waiting to see what the results are.
3. Jenny suggested putting the "Never Used" check box at the beginning/first column.
4. There are probably 30 services listed. John M. asked if we can put them in categories; Jenny S. agreed. At the meeting before this ALC meeting, they were discussing changing the question regarding Very Satisfied, Not Satisfied, etc. However, we are assessing "engagement" not satisfaction.
5. John M. suggested asking questions like: "Have you used this service?" and "How many times have you used this service?" (i.e. frequency)
6. Russell S. stated it would be a good idea to keep the survey to one page. Jenny S. stated categorizing the services, rather than listing each service/program.
7. John M. asked if we should find out how long the student has been attending this college and how many times the student has used the service/program. The question for this is, how do you answer "No. of times"? Times per semester? Per Year? Since they started attending this campus?
8. We are trying to find out how engaged do they feel as a student.
9. Let's see what kind of results we get. Jenny S. stated we need to see where all the data falls before we do any tweaking.
10. Russell S. thinks we have a good base from all 3 prongs.

IV.   **Next ILO assessment: Information Literacy**
To get ahead of the curve, we want to start planning out the next ILO assessment: Information Literacy. Russell S. will run this by this the ALC so we can start getting ideas of getting a game plan by the time Fall 2017 starts. Need to start talking about the plan for Information Literacy at the next meeting.

V.   **Next meeting – May 8, 2017**

VI.   **Adjournment:** Meeting was adjourned at 3:30 p.m.

SPRING 2017 ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131 March 13 April 17 May 8 May 22	**Facilitator Training Sessions** Tuesdays 1:00 to 2:00 pm SS 119 March 14 April 18 (Cancelled) May 9 May 23	**TracDat "Working" Workshop:** **Entering SLO Assessments in TracDat** Library Basement West	**Deadlines** 4-Year Timeline Worksheets (2017-2020) Due June 1, 2017

Spring 2017 SLO Training Schedule:

El Camino College

Student Learning Outcomes

These trainings are for SLO/PLO sections of TracDat ONLY.

Program Review Trainings will be scheduled at other times.

Entering Fall 2016 Assessments: working workshop.

Wednesday, May 31 2:00-3:00p.m.

Thursday, June 1 1:00-2:00p.m.

All Fall 2016 reports should be entered into TracDat by Friday, September 15!!

All trainings will be in the Library West Basement (ECC Campus).

To register for a training log into: http://elcamino.flexreporter.com
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Jenny Simon (jsimon@elcamino.edu)

Administrative Procedure 5500   **Standards of Student Conduct**

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. Standards will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media. Violation of such laws, policies, and procedures or behavior adversely affecting suitability as a student, will lead to student disciplinary action. Student disciplinary actions as noted in Board Policy 5500, Administrative Procedure 5500, and Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

Students alleged to have violated ~~the Sexual Misconduct Policy with regards to sexual assault, sexual harassment, rape, domestic violence, dating violence, stalking, and retaliation~~ Sexual and Gender-Based Misconduct policy with regards to any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking, will be referred to the Title IX Officer. The Title IX Officer will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual misconduct.

Students who engage in any of the following conduct are subject to the procedures outlined in Administrative Procedure 5520.

Definitions: The following misconduct shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student.

DISHONESTY
1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.

2. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.

3. Copying from another student or former student or allowing another student to copy from one's work.

4. Allowing another individual to assume one's identity or assuming the identity of another individual.

5. Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.

6. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

7. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.

8. Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.

9. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.

10. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.

11. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.

12. Any other action which is not an honest reflection of a student's own academic work.

13. Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.

DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT, AND EXPRESSION

1. Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, District personnel or another person.

2. Causing, attempting to cause, threatening, or acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm to another person.

3. Lewd, indecent, or obscene conduct or expression on District-owned facilities or controlled property or at District-sponsored or supervised functions, including public urination or defecation, public sexual acts, taking intimate pictures of another person without consent, disrobing in public, possession and distribution of any obscene material, or viewing pornographic material.

4. Engaging in expression which is obscene, libelous or slanderous, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District-owned facilities or controlled property or at District-sponsored or supervised functions, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.

5. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including, but not limited to, its community service functions or to authorized activities held off-campus.

6. Obstruction or disruption includes, but is not limited to, the use of skateboards, bicycles, radios, and roller skates.

7. Failure to comply with the directions of a member of the District certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

8. Conducting, organizing or participating in any activity involving gambling except as permitted by federal and state law.

9. Using any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Disabled students who require this accommodation must inform their instructor(s) prior to recording and provide official documentation from the Special Resource Center.

10. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.

DRUGS, ALCOHOL, AND SMOKING

1. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5 on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Willful or persistent smoking (including tobacco and vapor cigarettes) in any area where smoking has been prohibited by law or by regulation of the District. Smoking or using cigarettes, e-cigarettes, cigars, snuff, snus, water pipes, pipes, hookahs, chew and any other non-combustible tobacco product.

THEFT, ROBBERY, AND DAMAGE
1. Committing or attempting to commit robbery or extortion.

2. Causing or attempting to cause damage to District property or to private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

3. Stealing or attempting to steal District property or private property or knowingly receiving stolen District property or private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

Commented [CG3]: This language is adapted directly from Education Code section 78907. This is the full text of Ed Code 78907: "The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.
Any student violating this section shall be subject to appropriate disciplinary action.
This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."
A lawyer's consult was considered.

Commented [CG4]: This second sentence is in addition to Ed Code.

Commented [CG5]: This is our existing language that is derived from the CCLC template with small changes. It focuses on forbidding the distribution of recordings and records of class work.

Commented [CG6]: This is updated to reflect our new BP 3570 Smoke and Tobacco Free Campus that restricts the use of tobacco products on any district property/facilities.

4. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals District-owned facilities or controlled property or at District-sponsored or supervised functions.

SEXUAL AND GENDER-BASED MISCONDUCT
1. Committing sexual and gender based misconduct including, but not limited to, sexual harassment, domestic violence, dating violence, stalking, sexual assault (non-consensual sexual contact and/or intercourse), sexual exploitation, intimidation, retaliation, and rape as defined by law or by District policies and procedures.

~~2. Lewd, indecent, or obscene conduct on District-owned or controlled property or at District sponsored or supervised functions~~

2. Other misconduct offenses in violation of the El Camino College Sexual and Gender-based Misconduct Policy.

DISCRIMINATION, HARRASSMENT, THREATENING, AND VIOLENT BEHAVIOR
1. Causing, attempting to cause, or threatening to cause physical injury to another person on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Engaging in intimidating conduct or bullying against another person through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyberbullying.

3. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

4. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel or another person.

5. Willful misconduct which results in injury or death to another person or which results in cutting, defacing, or other injury to any real or personal property owned by the District or controlled property or at District-sponsored or supervised functions.

6. Other misconduct offensives relative to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law including, but not limited to, bullying, discrimination, threatening, or causing abuse (including physical and/or verbal).

7. Violence between those in intimate/dating relationships to each other, and stalking, as defined by law or by District policies and procedures.

WEAPONS

Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object including, but not limited to, any facsimile firearm, knife, or explosive on District-owned facilities or controlled property or at District-sponsored or supervised functions, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President or designee.

MISUSE OF FACILITIES
Unauthorized entry upon or use of District-owned facilities or controlled property or at District-sponsored or supervised functions.

MISCELLANEOUS
1. Introduction of animals on District-owned facilities or controlled property or at District-sponsored or supervised functions are not permitted with the exception of service animals that provide assistance as permitted by federal and state law.

2. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

3. The commission of any act constituting a crime under federal or state law on District-owned facilities or controlled property or at District-sponsored or supervised functions.

References:
Education Code Sections 66300, and 66301 and 78907; Accreditation Standards I.C.8 and 10
June 15, 2015

Ed Policies Committee: 3/14/17
Deans & VPAA:
Academic Senate: May 2, 2017 & May 16, 2017
College Council: April 2017
Board of Trustees:

Syllabus Statement – Recording in the Classroom

Proposed Draft Statement

The use of any recording device ~~in any~~ <u>during</u> class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

Ed Code section 78907

"The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.

Any student violating this section shall be subject to appropriate disciplinary action.

This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."

Reasons to limit recording:
1. Stifles student conversation.
2. Respects student and faculty privacy.
3. Avoids copyright infringement.
4. Prevents student cheating or avoiding work.

Reasons to allow recording:
1. The law requires that disabled students be allowed to record as an accommodation.
2. It may help some students better learn the material.

American Psychological Association - http://www.apa.org/pi/disability/dart/legal/ada-basics.aspx

The Americans with Disabilities Act of 1990 (ADA), patterned after Section 504, also protects qualified persons with disabilities from discrimination in many areas of postsecondary education including admission, academics and research. However, the ADA applies to all postsecondary educational programs even if such programs do not receive federal financial assistance.

Entities Protected Under the ADA

Any individual who has a physical or mental impairment that substantially limits a major life activity; has a record of having such an impairment; or is regarded as having such an impairment is protected by the law, as discrimination has many faces. Most faculty, however, will find themselves dealing with students who meet the first prong of the definition — an impairment which presents a substantial limitation to a major life activity.

Major Requirements Under the ADA

Given legal mandates under the ADA, postsecondary institutions must make reasonable accommodations… in order to provide students with disabilities an equal opportunity to participate in courses, programs, and activities. This includes extracurricular activities. These accommodations can be in the form of academic adjustments or modifications such as extended time for test taking or completing course work; substitution of specific courses to meet degree requirements; modification of test taking or performance evaluations so as not to discriminate against a person's sensory, speaking or motor impairments, unless that is what is being tested. Accommodations can also take the shape of auxiliary aids and services such as qualified sign language interpreters, note takers, readers, braille, large print, and electronic formats of print materials, and adaptive equipment.

Colleges and universities do not have to provide accommodations that would "fundamentally alter" the educational program or academic requirements that are essential to a program of study or to fulfill licensing requirements. The determination of what is a fundamental alteration, however, is one which requires specific steps and a reasoned, determinative process on the part of the campus community, and necessitates that colleges and universities question their notions of what is truly fundamental and provide for alternate methods of achieving the results intended by the educational program.

By familiarizing yourself with such federal disability laws as the ADA, knowing your own institutional policies on disability and providing a positive, welcoming and encouraging arena for your students with disabilities, you can begin to create an environment where differences are not viewed as negative impediments and where individual strengths are recognized. As a training director or faculty member, you are an integral part of your institution's efforts to comply with these laws and to promote equal opportunities, raise aspirations and challenge stereotypes.

Do	Don't
Confer with the student with a disability as to the accommodations most appropriate for him/her.	Make assumptions about a student's ability to work in a particular field. Most often, concerns that students may not be able to succeed are based on fears and assumptions, not facts. Remember too, that employers are also required to comply with the ADA.
Do	**Don't**
Treat students with disabilities with the same	Engage in philosophical debates about "fairness" to

courtesies you would afford to other students.	other, nondisabled students, or whether providing accommodations somehow violates your academic freedom. These arguments are unavailing for several reasons. First, philosophical debates about whether and how equal educational opportunities are provided to students with disabilities are legally meaningless. Congress has determined how we as a society should address equal access to education by passing federal civil rights statutes protecting the rights of persons with disabilities, without adversely impacting those without disabilities. Congress has been joined in this effort by most state legislatures as well. Second, academic freedom is not preemptive of federal civil rights statutes.
Respect the privacy of students with disabilities. They need not disclose their disability to fellow students. While they must disclose disability to a designated official at your college in order to access accommodations, this does not require disclosure to everyone. Treat disability information which has been disclosed to you as confidential.	Decide not to provide reasonable accommodations, or the academic adjustments which have been approved by the institution's designee. You may subject your institution or yourself to liability.
Assist students in following the university's policies, such as possible requirements that all requests for accommodation be lodged with the Disability Services office and not individual faculty members alone. This protects students, faculty and the institution by ensuring consistency and takes much of the burden off individual faculty members, who are often ill-equipped to determine whether an accommodation is appropriate or how to provide it. Violations have been found in cases where faculty members have not followed institutional policies.	Refuse to permit students to tape record lectures as an accommodation. General policies which permit instructors to refuse the use of tape recorders, without providing for their use by students with disabilities, are legally insufficient. Refuse to provide copies of handouts, or orally describe information written on the chalkboard, or face the class when referring to something written on the chalkboard, etc., if these accommodations have been determined to be appropriate for a student. Refuse to provide extended time for tests on the mistaken assumption that doing so would require that all students be given additional time. Refuse to provide accommodations until you have personally evaluated a student's documentation of disability. Eligibility for services under the ADA is the job of the disability services personnel, not the faculty.
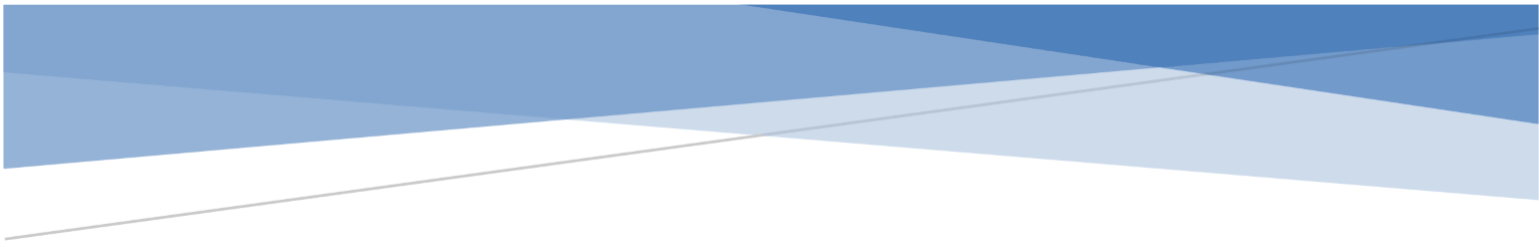
Distance Education Plan

2017 –2022

Distance Education Office
distanceed@elcamino.edu

Table of Contents

Executive Summary

This plan was created as a road map for strategic growth of online courses, programs, and student services at El Camino College. It integrates with the Educational Master Plan and the Technology Master Plan of 2017-2022.

The workgroup creating the plan found that, while integrating fully with the college's mission, DE has a distinct mission focusing to provide online students with high-quality 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 a course 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 DE needs to plan for growth. There presently exists no strategic plan in that direction. Such planning needs to be part of the college's overall enrollment management strategy and centrally located.

Student success in online courses is less than that in traditional courses; however, there is a trend toward convergence in success rates. Student access to online education is wide open, even more open than access to traditional courses which require transportation and juggling family and work responsibilities; however, ensuring students are prepared to learn in the online environment is a challenge.

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

A. Enrollment growth
B. Expand online opportunities
C. High quality instructional program
D. Improved online course experience for all students
E. Comprehensive academic and support services

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

Introduction

The Distance Education Plan is a long-term plan to strategically grow and improve online courses and program offerings at El Camino College. The plan creates a roadmap to address the needs of current and future distance education endeavors. It integrates with the Educational Master Plan and Technology Plan of 2017 – 2022.

The Distance Education Plan was developed by a workgroup convened in Fall 2016, which conducted internal and external analyses of the Distance Education (DE) landscape. Based on these and other analyses, it proposed initiatives and improvement plans for the college to achieve within the next five years. Membership of this workgroup, 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 Distance Education mission and vision.

El Camino College Mission

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

El Camino College Vision

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

The Distance Education Mission and Vision

The Distance Education mission and vision, founded on the college mission and vision, guide the overall development of the Distance Education Plan. As well, they promote the implementation of best practices in the field of distance education and pedagogy.

Distance Education Mission

El Camino College Distance Education program promotes student learning and success through high quality instruction and services in an online environment that:

- provides regular, effective, substantive interaction;
- provides academic and student support services comparable to those available on campus;
- are accessible to students with disabilities;
- support student learning and success;
- favor faculty use of innovative technologies and methodologies;
- comply with the Universal Design for Learning Guidelines; and
- promote digital literacy and information competency skills.

Distance Education Vision
El Camino College, as a premier learning community, will be the college of choice for distance education that services our students in a manner that is consistent with the college's overall vision to transform and enrich our students' lives and strengthens our community.

Distance Education at El Camino College

Distance Education (DE) 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 DE program has undergone a number of transitions during its history, including program enrollment fluctuations and shifts in delivery methods (e.g., tele-courses, fully online, hybrids). Online courses at ECC have traditionally included an on-campus component. In recent years, more section offerings can be taken remotely without any visits to campus. This trend supports expansion of the DE program beyond the South Bay service area.

Distance Education Administrative Structure & Staff
Distance Education at El Camino College is under the direction of a Distance Education Faculty Coordinator, under the oversight of the Director of Library & Learning Resources that reports to the Vice President, Academic Affairs. Day-to-day operations are conducted by an Instructional Media Coordinator-Distance Education.

The Distance Education Office
The Distance Education Office (DE Office) is the point of contact for faculty, students, and staff in providing comprehensive support to assure effective implementation of learning technologies, technical support, administrative and software support. In particular, it supports students and faculty with technical assistance via phone and email, troubleshoots their course management system access issues, and addresses other needs. The DE Office also supports the Distance Education Advisory Committee, policy enforcement, and other administrative functions relating to educational technology and the campus community.

Distance Education Advisory Committee (DEAC)
Institutional dialog about the continuous improvement of student learning in DE takes many forms at ECC. Periodic and systematic assessment of the effectiveness of DE is undertaken through regularly-scheduled evaluation studies. The Distance Education Advisory Committee (DEAC) assists with coordinating these studies and other opportunities for discussions about DE regarding such topics as: regular effective contact, regular substantive interaction, accessibility, federal, state, and accreditation standards, enrollment and student performance tracking, faculty feedback surveys, student satisfaction surveys, and effective instruction.

DEAC is composed of administrators, faculty, 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. Recommendations from DEAC are presented to both the Academic Senate and the Superintendent/President's Cabinet, independently, which then

determines whether to incorporate/implement campus-wide technology initiatives.

This committee maintains the El Camino College Regular Effective Contact Standards, and other distance education focused documents. These documents, created and revised through feedback from committee members and the Academic Senate as a whole, provide direction to faculty in designing courses to be taught online or hybrid modalities. This committee has also sponsored several DE forums for DE instructors.

Leadership and Governance
Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.

Distance Education issues are addressed in a variety of ways. The aforementioned DEAC, and the ECC Technology Committee, which has representation from across the campus community and includes student members, discusses DE issues related to technology. This 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 achievement and student learning. DEAC recommends and develops guidelines for faculty and administrators for DE courses, including pedagogical, technical, legal and organizational best practices. However, these guidelines do not provide recommendations concerning the content of online courses, which is the purview of the College Curriculum Committee.

Distance Education Faculty Development
In order to ensure that instructors possess the skills required to create and effectively teach Distance Education courses, ECC launched an Online Teaching Certification course. This course is covers all aspects of Distance Education (DE) including online education standards and effective teaching practices, use of technology, accessibility requirements, and navigational course design. Along with this certification, training in the college's current LMS is also mandatory.

The Professional Development and Learning unit partners with DE office, DE faculty and staff to coordinate and provide training in both the LMS and the Online Teaching Certification. The Professional Development & Learning Office has sponsored well-attended forums where DE faculty are given an opportunity to share best practices. These events include: The Distance Education Institute and the Online Teaching Conference.

The Future of Distance Education

Distance Education (DE) has been a continual course delivery modality since the California Community Colleges (CCCs) offered their first course in 1979[1]. However, recent statewide initiatives and enrollment trends reflect strong interest in increasing online offerings and improving experiences and opportunities for students.

Distance Education: Planning for Growth

Given its large instructional workforce and populous service area, ECC's historically small Distance Education program has much potential to grow. DE course development has been instructor-initiated, with individual departments spearheading the development of certificates that have been approved for 100% online delivery[2]. Additionally, core program requirements for many degrees have been approved for delivery via DE[3]. As a result, El Camino College has, informally, created pathways and programs for students who are unable to attend college on campus to complete portions of certificates and degrees[4].

However, beyond these faculty efforts, Distance Education at ECC does not have a strategic approach to course/program planning, other than opting to wait for faculty to express interest in teaching their on-campus courses online. 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 needs to be part of the college's overall Enrollment Management Strategy and centrally coordinated.

Growth and Opportunity

The future of DE growth is robust. Support for enrollment and access to distance education is growing statewide. The CCC Chancellor's Office Online Education Initiative (OEI) will support growth through opportunities including the OEI Course Exchange, which allows students to take DE courses seamlessly at multiple campuses. The OEI Course Exchange, which is currently in development, is designed to provide students with greater access to courses across the California Community College system without separate college applications.

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 hybrid[5].

Regionally and statewide, opportunity exists to serve a larger number of students through distance education. An analysis of peer institutions and neighboring colleges revealed that El Camino

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[1] 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.

[2] See Appendix B

[3] See Appendix C

[4] See Appendix D

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

College has one of the lowest rates of credit FTES earned by way of distance education (e.g., less than 7% of all credit FTES in Fall 2015). 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 programs.

Instructional Landscape

Quality online instruction continues to be the mainstay of DE 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 effective contact that facilitates student-centered instruction, and increases the achievements of student learning outcomes. The OEI Course Design Rubric is one of several resources that support online instruction and student-centered interaction.

The provision of specialized resources and increased professional development opportunities for faculty who teach online, 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. Aside from Professional Development and Learning office, other faculty training and development opportunities are offered campus wide which increasingly focus and address 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 professional development and program evaluation will need to be an essential component of all distance education programs.

Student Learning and Student Support Services

Success and retention rates in online courses at El Camino College remain well below those for on-campus equivalents among the majority of online course offerings (see Academic Performance below). This is not unique to ECC. According to the Public Policy Institution of California, "Students are less likely to complete an online course than a traditional course, and they are less likely to complete an online course with a passing grade[6]."

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, writing, reading comprehension, motivation and self-discipline, and time management skills to keep up with the course and its materials.

As California Community Colleges migrate toward online delivery of entire programs, fewer of their students will need to have any face-to-face exchanges. As of Fall 2015, 32% of El Camino College DE students are enrolled exclusively in online courses. All colleges must ensure that student and academic support services are appropriate, comprehensive, and reliable regardless of delivery mode (on-campus or online). Access to the Library and other student support services like counseling, assessment, and orientations, as well as financial aid, must be accessible to online

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[6] Johnson, H. and M. C. Mejia (2014). *Online Learning and Student Outcomes in California's Community Colleges.* PPIC. Accessed on September 12, 2016 at http://www.ppic.org/main/publication.asp?i=1096.

students who cannot come to campus. Academic support services and facilities such as tutoring, workshops, computer labs, and other lab work must be similarly accessible.

Student and academic support services are critical to help students, especially newcomers, establish strategies for being successful. DE program improvement plans will need to address persistent performance gaps.

More Structured Programmatic Pathways

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.

The lack of online developmental (basic skills) English and math offerings is an effective barrier to the completion of online degrees, certificates, and transfer pathways for students placing into basic skills courses. However, basic skills courses may pose added difficulties in the online modality unless students already possess the fundamental college and online success skills. The college must address these concerns to ensure access as well as success, progress, and completion of these online pathways.

Accessibility/508 Compliance

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 technology. (Office of Civil Rights in the Resolution agreement with South Carolina Technical College System, 2/18/13) 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 works with faculty in the construction of online courses and materials.

The office of Distance Education instructional media coordinator and the Professional Development trainer work with faculty to provide options on how to make their courses compliant. Amongst these options are workshops like "Intro to Universal Design & 508" which walk faculty through the basics of web accessible course design and content, "Design Principles for Online

Classes" which address accessibility, and introduces faculty to the DECT captioning grant for their multimedia needs.

Enrollment Profile

Enrollment, demographic profiles, and performance outcomes are tracked regularly for online students. Annual FTES have evolved from a 10-year high of 1,787 to a 10-year low of 488, to their current level of 1,045 in 2015-2016[7]. Past history, regional trends, and potential for increasing enrollments to reach approved state capacity all support the potential to strategically grow the DE program.

Figure I. Annual Credit FTES from Online Courses, 2006-07 to 2015-16

Annual Credit FTES from Online Courses
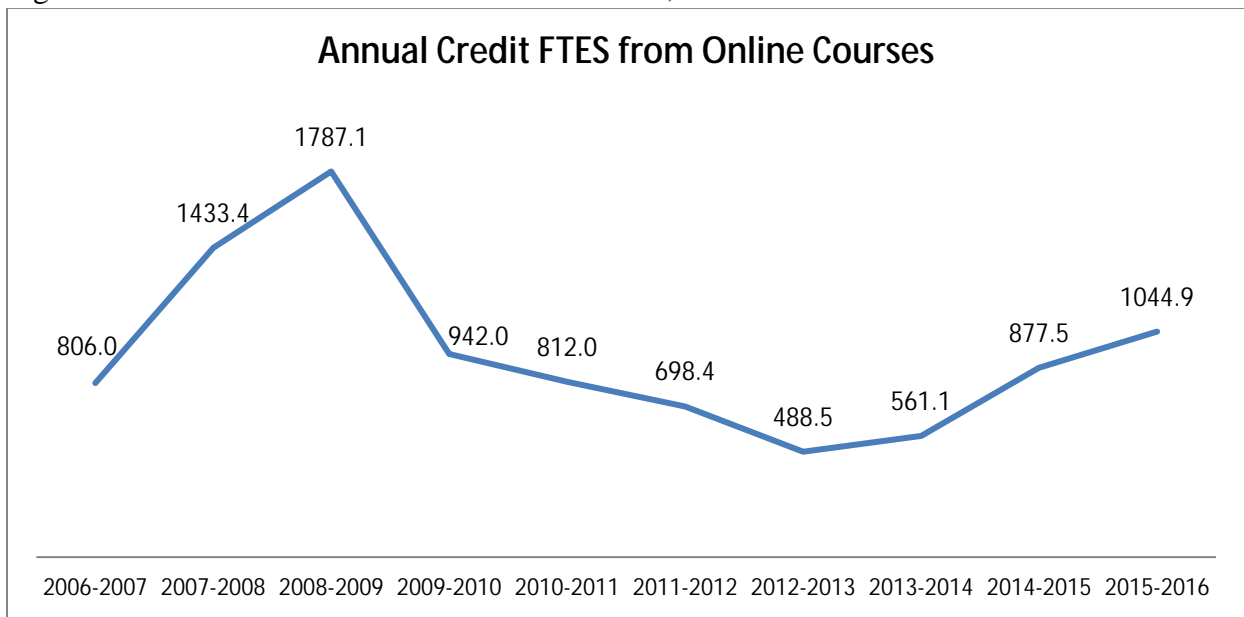
In Fall 2015, 57 instructors taught 122 fully online course sections to 2, 811 students. An additional 15 instructors taught 23 hybrid sections. Distance Education enrollments in Fall 2015 totaled nearly 5,000, with 3,220 unique students generating 581 FTES (more than double the FTES of Fall 2011). Currently, many courses fulfilling 13 certificates and 10 Associate of Arts degrees have been approved for delivery in the online modality. Additionally, five have all required program courses approved for online delivery.

Furthermore, many instructors utilize the LMS to enhance their *on-campus* courses. In Fall 2015, 105 instructors created courses in the LMS for 277 sections with an enrollment of 8,182 students. In Spring 2016, these numbers grew to 147 instructors, 326 sections, and 8,934 students utilizing the LMS for on-campus classes.

Student Profile

In Fall 2015, more than 50% of El Camino College students took an online class for the first time. DE students are more likely to live within a 7.5-mile radius of the campus. Most enroll in less than 12 units for the term and are 68% more likely to take both online and on campus courses during

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[7] Source: CCCCO. FTES shown for Internet-based asynchronous modality sections only.

the same semester. Although DE 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 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 DE students are also more likely to be female and older on average than their counterparts, ranging between the ages of 18 to 24. This suggests that ECC's DE 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.

Academic Performance

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

Figure II. Success and Retention Rates for Online Courses Local vs. Statewide, Fall 2011 to Fall 2015
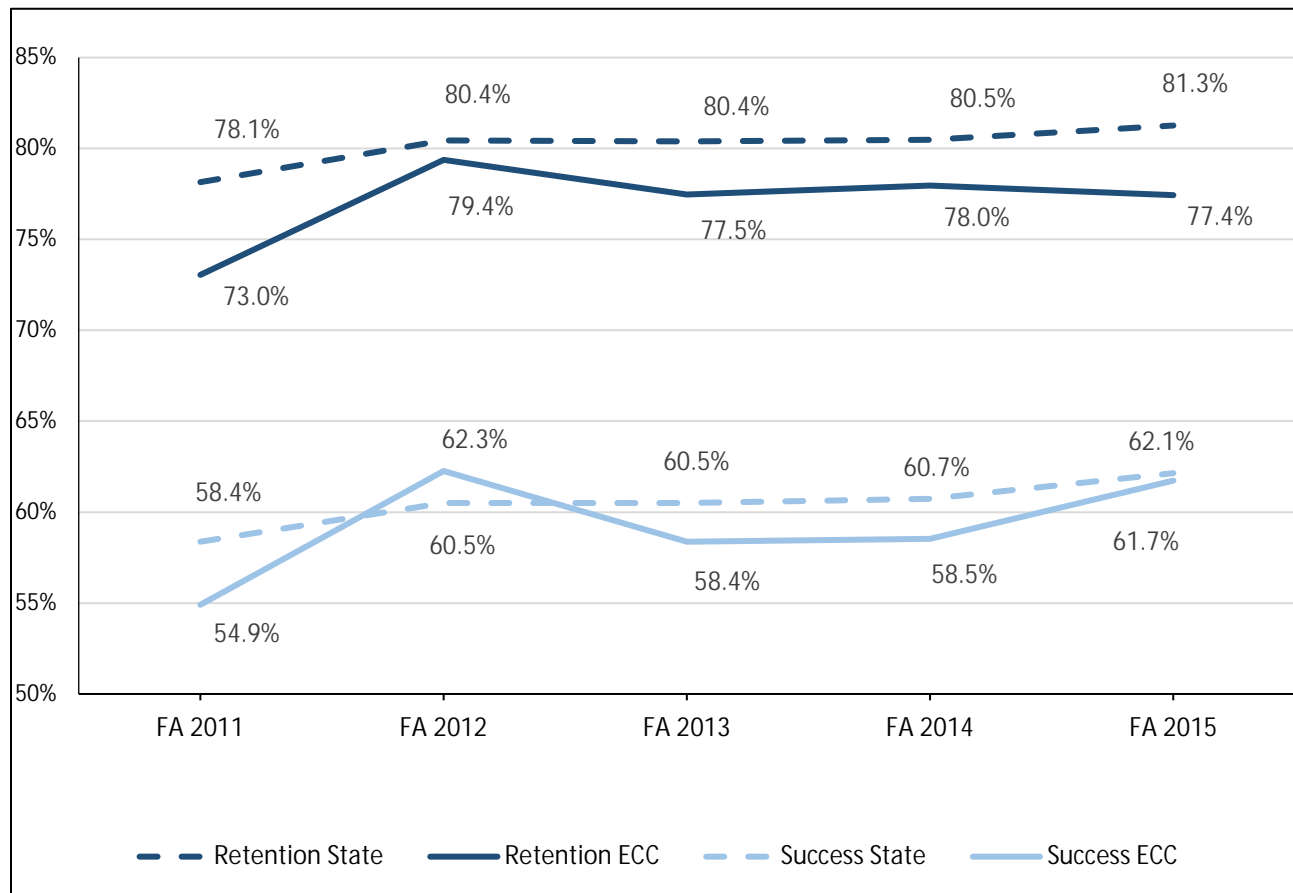
Figure II. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Fall 2014

Fall 2014	Online			Traditional			Difference	
Department	Total	Success	Retention	Total	Success	Retention	Succ.	Ret.
Behavioral and Social Sciences	1,877	62.91%	81.38%	7,327	69.87%	85.64%	-6.96%	-4.26%
Business	87	47.77%	68.13%	466	62.67%	75.80%	-14.90%	-7.67%
Fine Arts	405	54.54%	73.84%	1,665	65.52%	86.52%	-10.98%	-12.68%
Health Sciences and Athletics	285	66.50%	83.37%	1,477	73.60%	87.87%	-7.10%	-4.50%
Humanities	329	55.36%	68.32%	4,701	62.44%	78.16%	-7.08%	-9.84%
Industry and Technology	108	56.93%	64.13%	537	68.37%	83.43%	-11.44%	-19.30%
Mathematical Sciences	101	51.87%	76.83%	2,556	52.00%	74.77%	-0.13%	2.06%
Natural Sciences	29	24.10%	58.60%	305	66.60%	79.30%	-42.40%	-20.70%

Figure III. Success and Retention Rates for Online Courses Local vs. Statewide, Spring 2011 to Spring 2015
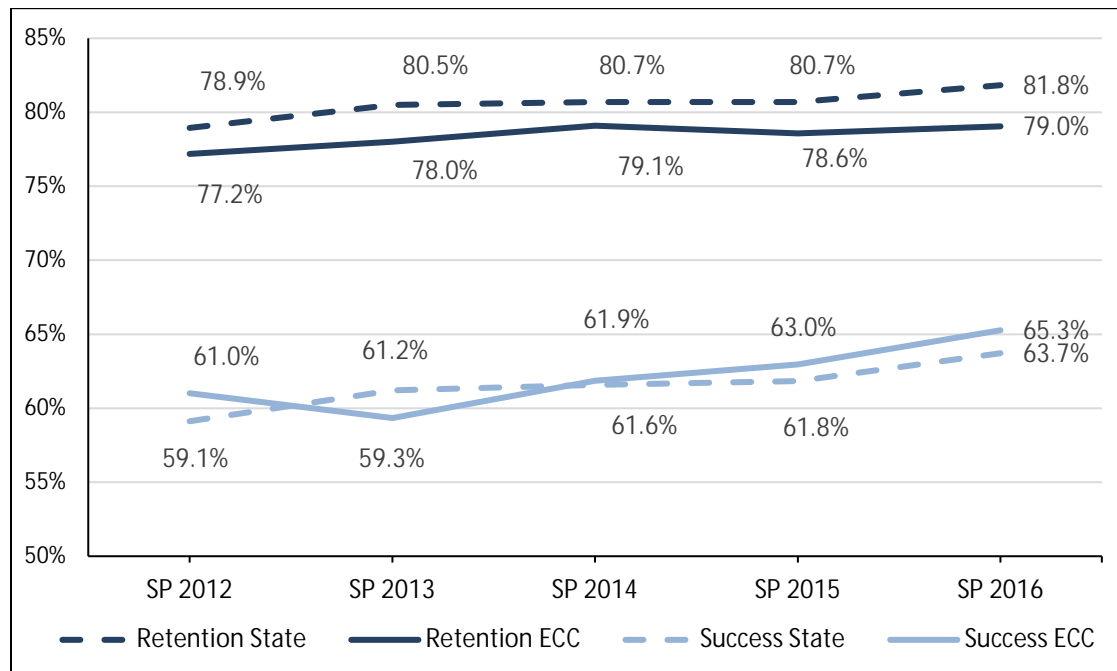
Figure IV. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Spring 2015

Spring 2015	Online			Traditional			Difference	
Department	Total	Success	Retention	Total	Success	Retention	Succ.	Ret.
Behavioral and Social Sciences	2,183	65.23%	81.63%	7,177	72.93%	85.15%	-7.70%	-3.52%
Business	73	61.55%	78.15%	553	76.30%	86.80%	-14.75%	-8.65%
Fine Arts	455	60.38%	68.87%	1,497	67.73%	85.05%	-7.35%	-16.18%
Health Sciences and Athletics	324	59.83%	73.30%	1,000	77.67%	88.50%	-17.83%	-15.20%
Humanities	455	61.94%	74.06%	4,523	59.46%	78.02%	2.48%	-3.96%
Industry and Technology	134	46.24%	57.52%	343	79.32%	89.10%	-33.08%	-31.58%
Mathematical Sciences	187	57.00%	78.17%	2,722	52.43%	73.27%	4.57%	4.90%
Natural Sciences	23	30.40%	47.80%	292	78.10%	84.20%	-47.70%	-36.40%

Student Access

El Camino College has been working to provide equitable access to student services for their online students. From assisting faculty in creating more universally accessible courses, to offering alternative modes of communication beyond email and telephone communications, such as teleconferencing options.

ECC has mechanisms in place to help guide students in making informed decisions about whether a DE course is the best option for them as they work towards their educational goals. This includes the DE Website with information and tools to assess one's readiness for online learning, a list of online sections extracted from the schedule of classes for the semester, and a link within the description area of every online course.

Much information is available through these portals. 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. 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.

Current Technology Resources

Technology resources are used to support student learning, and improve institutional effectiveness. El Camino College's processes allow for comprehensive institutional planning, implementation, and evaluation of technology use at the College. The ECC Technology Committee guides the

College's technology planning. Information Technology Services (ITS) is responsible for a number of areas, but those which impact DE directly include the following areas:

- Student and course file information for the current Learning Management System (LMS)
- Colleague/Datatel record administration
- IT-related Help desk support

ECC contracts with the Learning Management System (LMS) provider Etudes and Canvas, and provides college-level support and training for these platforms. At the campus level, the distance education office manages and provides LMS help desk support to personnel and students.

Initiatives for Distance Education

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

Distance Education Master Plan Strategic Goal

The Strategic Goal of the DE Master Plan is to strategically grow educational and career opportunities through Distance Education while improving instructional quality and service to students.

Initiatives and Improvement Plans

To achieve this overriding goal, El Camino College will implement the following Initiatives and Improvement Plans.

A. Enrollment Growth

Increase distance education offerings over the next 5 years so that (10%) of earned credit FTES is composed of online course offerings

Improvement Plan

- Strategically increase the number of courses, sections and programs offered online
- Include Distance Education in Enrollment Management committee collaborate on online enrollment growth and improvement
- Evaluate existing online course performance data in order to offer additional sections in courses with higher than average success and retention rates or higher successful completion rates in follow-up courses
- Divisions need to consult with Distance Education to explore and strategically plan to expand online offerings to additional courses. Review current online courses with on-campus components(e.g., orientation, midterms, finals) to determine if these can be migrated online without detriment to students
- Promote online programs and courses through dedicated marketing efforts
- Explore partnerships with high schools to ensure course offerings meet needs and interests in response to growing interest in concurrent online enrollment

B. Expand Online Opportunities

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

Improvement Plan

- Explore reorganization and staffing needs to support expansion of Distance Education, instructional improvements/innovations, and student and academic support services. Critical positions and restructuring include:
    - Replace the retiring faculty coordinator with a position that is solely dedicated to managing Distance Education
    - Support the growth in the current Enrollment Management Plan by reorganizing Distance Education program with the following positions.
        - Instructional Designer
        - Accessibility/Universal Design Specialist
        - Reclassifying existing Instructional Media Coordinator: Distance Ed to
            - Instructional Systems Administrator
- Expand geographical area for DE course offerings
    - Explore ECC's participation in the OEI Course Exchange (Divisions and DEAC)
- Expand the number of certificates, degrees or transfer pathways that can be completed online. The following possible pathways should be explored:
    - Associate degrees
    - Academic programs in which most content is suitable to the online environment
    - California State University General Education (CSUGE)
    - Intersegmental General Education Transfer Curriculum (IGETC)
- Develop a system for monitoring which degrees/certificates can be obtained completely online and for planning future fully online degrees/certificates. Communicate information to Counseling, Outreach & School Relations and other relevant offices
- Provide clear and complete information to students about degrees and certificates offered online
- Leverage existing resources by exploring community partnerships and resource sharing

C. High Quality Instructional Program

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

Improvement Plan

- Hire an Instructional Designer (ID) to support faculty with course design and utilization of technology and other innovations into academic programs (not exclusively for online courses)
    - The ID could also oversee multimedia production and related functions
    - Provide DE program with state-of-the art computers and equipment to best support faculty and innovation
- Further develop and hone processes to monitor and ensure that online courses adhere to high standards of quality

- Review, refine , and expand current professional training options to ensure that current and future online faculty are well supported
- Increase offerings of educational technology-related Professional Development opportunities available in an online modality
- Implement the OEI Course Design Rubric. As a recommendation by DEAC, approved by Academic Senate, as the standard for the College's DE courses.
- Regularly share DE best practices developed by experienced DE faculty at ECC and peer institutions
- Provide a data dashboard so that DE faculty and DE stakeholders can more effectively utilize data for the improvement of student learning and student achievement
- Review the institutional practice for assigning faculty to teach an online course
- Review and refine specific personnel evaluation criteria for online courses
- Review all current and future DE courses to ensure that standards, expectations and learning objectives are met.
- Provide opportunities for administrators to understand foundational information and best practices related to online courses delivery and instruction
- Formalize the Distance Education Advisory Committee's governance to be a subcommittee of Academic Senate
- Explore ways to integrate DE support services with faculty development to create wrap-around support services for inspiring more robust innovative teaching and learning spaces

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

Improvement Plan
- Build sufficient technological infrastructure to support online students with enrolling in classes, interacting with the college website, intranet portal, and participating in the CMS.
- Complete the migration from Etudes to Canvas LMS
   o Hire part-time Distance Education Trainer/Instructional Technology Specialist(s) to ensure ongoing technical training on the LMS which is utilized both on-campus and online
- Hire an Accessibility/Universal Design Specialist who will work with faculty to ensure that their DE courses are ADA Compliant, accessible to students with disabilities, and comply with the Universal Design for Learning Guidelines
- Hire a multimedia specialist to support faculty with the production of video and other multimedia for instructional use. Position could also support Educational Master Plan and Student Success and Support Program (SSSP) initiatives to migrate orientation content to video format.
- Provide a network infrastructure that ensures reliable access for technologies at all locations on campus (e.g., work and social spaces, computer labs, classrooms)

- Bolster and appropriately size the campus Wi-Fi network to allow for near-future demand levels
- Integrate a uniform portal access across all platforms and locations on and off campus

E. Comprehensive Academic and Support Services
Ensure robust and comprehensive academic and student support for online students

Improvement Plan
- Allocate resources to research, plan, organize, implement, and evaluate online Student Support Services
  - Create a matrix identifying all student support services programs. Determine what is provided and how online students can access those services
  - Develop a comprehensive plan for providing online students equitable access to Student Support Services programs based on assessments
  - Identify online students when reporting on Library/Learning Resources use or surveying the student population
- Implement counseling software, such as Cranium Café, which integrates with the LMS, webpages and informational materials to students
- Provide students with a comprehensive student services webpage for easy access to services in one location.
- Increase engagement and accessibility to student support services by creating informational videos
- Provide students with remote access to librarian research support and information literacy instructional opportunities
- Adopt OEI services that align with the College's goals in order to minimize costs and support online program improvement such as using Starfish to create a single venue for library or learning resources tutorials, reviewed for currency, and remove any that are out of date
- Open more computer lab space to accommodate students in online, hybrid and face-to-face sections
- Review the College website/Social Media in terms of Accessibility, readability, navigability, and currency, particularly for prospective and current online students

Implementation & Evaluation

The Distance Education Plan is a five-year strategic roadmap to both expand and improve online and other distance education offerings at El Camino College. An implementation and evaluation plan should be developed in 2017-18 to ensure that improvement plans are enacted and integrated into the wider college planning process. Progress on and achievement of plan initiatives should be monitored and reported annually.

Appendixes

Appendix A

Membership of this workgroup, the list of reviewers, and consultation on the plan.

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	Fine Arts	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

Approved courses for Distance Education instruction:

NO	HYBRID ONLY COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION VERSION BOARD APPROVAL DATE	DISTANACE EDUCATION CCC APPROVAL DATE (6/15/09 - 12/2013)	A.A. GENERAL EDUCATION PATTERN	A.S. GENERAL EDUCATION PATTERN	TRANSFER CSU	TRANSFER UC
1	Chemistry 20	Fundamentals of Chemistry	11/21/2016	n/a	ü	ü	ü	ü
2	Computer Science 12	Programming for Internet Applications Using PHP, JavaScript, and XHTmL	5/16/2016	n/a			ü	
3	English 98	College Literary Magazine Editing and Publishing	11/21/2016	n/a			ü	
4	English as a Second Language 53C	Advanced Essay Writing and Grammar	2/17/2015	n/a			ü	ü
5	Mathematics 33	Elementary Algebra, Part I	5/21/2007			n/a		
6	Mathematics 40	Elementary Algebra	11/20/2006			n/a		
7	Mathematics 43	Elementary Algebra, Part II	5/21/2007			n/a		
8	Mathematics 73	Intermediate Algebra for General Education	1/20/2009		ü	ü		
9	Mathematics 80	Intermediate Algebra for Science, Technology, Engineering, and Mathematics	1/20/2009		ü	ü		
10	Mathematics 120	Nature of Mathematics	4/20/2009	n/a	ü	ü	ü	ü
11	Mathematics 130	College Algebra	4/20/2009	n/a	ü	ü	ü	ü
12	Mathematics 150	Elementary Statistics with Probability	6/16/2008	n/a	ü	ü	ü	ü

	COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION VERSION BOARD APPROVAL DATE	DISTANCE EDUCATION CCC APPROVAL DATE (CCC only 6/15/09 - 9/2013)	DISTANCE EDUCATION VERSION INACTIVE BOARD APPROVAL DATE	A.A. GENERAL EDUCATION PATTERN	A.S. GENERAL EDUCATION PATTERN	TRANSFER CSU	TRANSFER UC
1	Academic Strategies 60	Strategies for Success in Distance Education	1/21/2003	n/a		credit, not degree applicable			
2	Administration of Justice 10	Introduction to Homeland Security	1/23/2017	n/a				☐	
3	Administration of Justice 11	Intelligence and Security Management	10/20/2014	n/a				☐	
4	Administration of Justice 12	Transportation and Border Security Management	12/15/2014	n/a				☐	
5	Administration of Justice 100	Introduction to Administration of Justice	6/16/2008	n/a				☐	☐
6	Administration of Justice 103	Concepts of Criminal Law I	10/20/2014	n/a				☐	☐
7	Administration of Justice 107	Crime and Control - An Introduction to Corrections	1/20/2016	n/a				☐	
8	Administration of Justice 111	Criminal Investigation	2/18/2014	n/a				☐	
9	Administration of Justice 115	Community and Human Relations	02/18/2014	n/a				☐	☐
10	Administration of Justice 126	Juvenile Delinquency and Legal Procedures	12/15/2014	n/a				☐	
11	Administration of Justice 130	Criminal Procedures	1/20/2016	n/a				☐	
12	Administration of Justice 131	Legal Aspects of Evidence	10/20/2014	n/a				☐	
13	Administration of Justice 132	Forensic Crime Scene Investigation	12/15/2014	n/a				☐	
14	Administration of Justice 134	Introduction to Crime Analysis	4/18/2016	n/a				☐	
15	Administration of Justice 135	Report Writing	04/18/2016	n/a				☐	
16	Administration of Justice 142	Introduction to Digital Evidence	10/19/2015	n/a				☐	
17	Administration of Justice 170	Laws of Arrest, Search and Seizure	4/18/2016	n/a				☐	
18	American Studies 7	History of American Popular Culture	06/16/2008	n/a		☐	☐	☐	☐

#	Course	Title							
19	Anatomy 30	Essentials of Anatomy and Physiology	12/18/2006	n/a		☐	☐	☐	☐
20	Anatomy 32	General Human Anatomy	12/18/2006	n/a		☐	☐	☐	☐
21	Anthropology 1	Introduction to Physical Anthropology	01/21/2003	n/a		☐	☐	☐	☐
22	Anthropology 2	Introduction to Cultural Anthropology	1/21/2003	n/a		☐	☐	☐	☐
23	Anthropology 3	Introduction to Archaeology	7/20/2009	n/a		☐	☐	☐	☐
24	Anthropology 4	Language and Culture	n/a	05/22/2012		☐	☐	☐	☐
25	Anthropology 6	Native Peoples of North America	n/a	8/18/2009		☐	☐	☐	☐
26	Anthropology 7	Native Peoples of South America	7/20/2009	n/a		☐	☐	☐	☐
27	Anthropology 8	Ancient Civilizations of Mesoamerica	06/15/2009	n/a		☐	☐	☐	☐
28	Anthropology 9	Women, Culture, and Society	n/a	08/18/2009		☐	☐	☐	☐
29	Anthropology 11	Anthropology of Religion, Magic and Witchcraft	7/20/2009	n/a		☐	☐	☐	☐
30	Anthropology 12	Ancient Civilizations of the World	n/a	10/27/2009		☐	☐	☐	☐
31	Architecture 100	An Orientation to Architecture	6/20/2016	n/a				☐	
32	Art 101	Art and Visual Culture in Modern Life	5/21/2001	n/a		☐	☐	☐	☐
33	Art 102A	History of Western Art – Prehistoric to Gothic	12/13/1999	n/a		☐	☐	☐	☐
34	Art 141	Digital Art Fundamentals	2/17/2015	n/a				☐	☐
35	Astronomy 20	The Solar System	3/20/2000	n/a		☐	☐	☐	☐
36	Astronomy 25H	Honors Stars and Galaxies	12/19/2016	n/a		☐	☐	☐	
37	Biology 15	Environmental Aspects of Biology	n/a	8/18/2009		☐	☐	☐	☐
38	Business 1A	Financial Accounting	12/19/2005	n/a				☐	☐
39	Business 1B	Managerial Accounting	12/19/2005	n/a				☐	☐
40	Business 11	Accounting for Small Business	4/21/2008	n/a				☐	
41	~~Business 12~~	~~Advertising~~	2/19/2008	~~n/a~~	5/16/2016			☐	
42	Business 14	Marketing	04/21/2008	n/a				☐	
43	Business 15	Business Mathematics	6/19/2006	n/a		n/a			

#	Course	Title							
44	Business 17	Personal Finance	6/19/2006	n/a		☐	☐	☐	
45	Business 19	Principles of Retailing Management	02/19/2008	n/a		n/a		☐	
46	~~Business 20~~	~~Business Management~~	2/19/2008	~~n/a~~	7/18/2016			☐	
47	Business 21	Human Resources Entrepreneurship	2/19/2008	n/a				☐	
48	Business 22	Human Relations in Business	02/19/2008	n/a		☐	☐	☐	
49	Business 24	Small Business Management	4/21/2008	n/a				☐	
50	Business 25	Introduction to Business	2/19/2008	n/a				☐	☐
51	Business 27	Effective English for Business	04/21/2008	n/a		☐	☐	☐	
52	Business 28	Written Business Communications	4/21/2008	n/a		☐	☐	☐	
53	Business 52A	Microsoft Word Applications I	12/20/2004	n/a				☐	
54	Business 52B	Microsoft Word Applications II	12/20/2004	n/a				☐	
55	Business 60A	Microcomputer Keyboarding	12/20/2004	n/a				☐	
56	Business 60B	Microcomputer Document Processing	12/20/2004	n/a				☐	
57	Business 60C	Microcomputer Document Formatting	12/20/2004	n/a				☐	
58	Chemistry 20	Fundamentals of Chemistry	11/21/2016	n/a		☐	☐	☐	☐
59	Child Development 103	Child Development	3/17/1997	n/a		☐	☐	☐	☐
60	Child Development 104	The Home, The School, The Community	11/19/2001	n/a		☐	☐	☐	☐
61	Child Development 106	Care and Education for Infants and Toddlers	n/a	10/23/2012				☐	
62	Child Development 107	Infant/Toddler Development	4/20/2009	n/a				☐	
63	Child Development 108	The Preschool Child	02/19/2008	n/a				☐	
64	Child Development 110	Child Health, Safety, and Nutrition	2/19/2008	n/a				☐	
65	Child Development 112	Teaching Young Children in a Diverse Society	7/20/2009	n/a				☐	
66	Child Development 114	Observing and Assessing Young Children	n/a	09/25/2012				☐	
67	Child Development 115	Introduction to Curriculum	n/a	10/23/2012				☐	
68	Child Development 116	Creative Art for Young Children	n/a	12/10/2010				☐	

#	Course	Title							
69	Child Development 117	Music and Movement for Young Children	n/a	12/10/2010				☐	
70	Child Development 118	Science and Math for Young Children	n/a	12/10/2010				☐	
71	Child Development 119	Language Arts for Young Children	n/a	12/10/2010				☐	
72	Child Development 125	Child Development Practicum I	04/20/2009	n/a				☐	
73	Child Development 126	Child Development Practicum II	4/20/2009	n/a				☐	
74	Child Development 129	Introduction to Program Administration	3/18/2002	n/a				☐	
75	Child Development 130	Principles of Program Administration	02/19/2008	n/a				☐	
76	Child Development 131	Supervising and Mentoring Adults	12/19/2005	n/a				☐	
77	Child Development 150	Introduction of Children with Special Needs	12/19/2005	n/a				☐	
78	Child Development 152	Curriculum and Strategies for Children with Special Needs	12/18/2006	n/a				☐	
79	Child Development 154	Role and Responsibilities of the Special Education Assistant	12/18/2006	n/a				☐	
80	~~Child Development 160~~	~~Working with Children: Autism Spectrum Disorders~~	~~n/a~~	05/22/2012	INACTIVE			☐	
81	Child Development 165	Autism, ADHD, Physical and Health Impairments	01/23/2017	n/a				☐	
82	Child Development 169	Special Education Practicum	2/17/2016	n/a				☐	
83	Communication Studies 250	Introduction to Intercultural Communication	1/21/2003	n/a		☐	☐	☐	☐
84	Computer Aided Design/Drafting CADD 7	Solid Modeling, Assemblies and Two Dimensional (2D) Drawings	n/a	09/28/2010				☐	☐
85	Computer Aided Design/Drafting 31	Orientation to CATIA	5/21/2001	n/a				☐	
86	Computer Information Systems 11	Help Desk Operations	2/19/2008	n/a				☐	
87	Computer Information Systems 13	Computer Information Systems	06/19/2006	n/a		☐	☐	☐	☐
88	Computer Information Systems 16	Application Development and Programming Using Visual Basic.Net	4/21/2008	n/a		☐	☐	☐	☐
89	~~Computer Information Systems 18~~	~~Systems Analysis and Design~~	6/169/2006		4/18/2016				
90	~~Computer Information Systems 19~~	~~Internet, Security, and the Web~~	04/21/2008	~~n/a~~	04/18/2016	☐	☐	☐	☐

	Course	Title	Date	Date				
91	Computer Information Systems 30	Introduction to e-Commerce	6/19/2006	n/a			☐	
92	Computer Information Systems 133	Web Programming Concepts	2/19/2008	n/a			☐	
93	Computer Information Systems 134	Web Programming	06/19/2006	n/a			☐	
94	Computer Information Systems 140	Data Communications Cisco 1	6/19/2006	n/a			☐	
95	Computer Information Systems 141	Networking Microcomputers Cisco 2	6/19/2006	n/a			☐	
96	Computer Information Systems 142	Local Area Network (LAN) Switching and WirelessCisco 3	06/19/2006	n/a			☐	
97	Computer Information Systems 143	Accessing the WAN - Cisco 4	6/19/2006	n/a			☐	
98	Computer Science 12	Programming for Internet Applications Using PHP, JavaScript, and XHTmL	5/16/2016	n/a			☐	
99	Construction Technology 160	Business and Legal Aspects of Contracting	10/19/2015	n/a			☐	
100	Contemporary Health 1	Personal and Community Health Issues	1/22/2002	n/a	☐	☐	☐	☐
101	Dance 101	Dance Appreciation	3/19/2007	n/a	☐	☐	☐	☐
102	Dance 103	History of Dance in the 20th Century	08/09/2015	n/a	☐	☐	☐	☐
103	Economics 1	Principles of Economics: Macroeconomics	12/13/1999	n/a	☐	☐	☐	☐
104	Economics 2	Principles of Economics: Microeconomics Theory	3/20/2000	n/a	☐	☐	☐	☐
105	Economics 5	Fundamentals of Economics	n/a	2/23/2010	☐	☐	☐	☐
106	Education 101	Introduction to the Field of Education	8/09/2015	n/a			☐	☐
107	Education 201	Foundations in Education	8/09/2015	n/a			☐	☐
108	English 1A	Reading and Composition	11/19/2001	n/a	☐	☐	☐	☐
109	English 1B	Literature and Composition	1/23/2003	n/a	☐	☐	☐	☐
110	English 1C	Critical Thinking and Composition	5/18/1998	n/a	☐	☐	☐	☐
111	English 27	Children's Literature	12/20/2004	n/a	☐	☐	☐	☐

#	Course	Title							
112	English 28	Images of Women in Literature	12/20/2004	n/a		☐	☐	☐	☐
113	English 39	Literature and Film	3/20/2000	n/a		☐	☐	☐	☐
114	English 40B	American Literature II	12/20/2004	n/a		☐	☐	☐	☐
115	English 84	Developmental Reading and Writing	11/19/2007	n/a		n/a			
116	English 98	College Literary Magazine Editing and Publishing	11/21/2016					☐	
117	English as a Second Language 53C	Advanced Essay Writing and Grammar	02/17/2015	n/a				☐	☐
118	Ethnic Studies 1	Introduction to Ethnic Studies	n/a	10/23/2012		☐	☐	☐	☐
119	Ethnic Studies 3	The Chicano in Contemporary United States Society	4/18/2011	8/03/2011		☐	☐	☐	☐
120	Ethnic Studies 5	Chicano Culture	02/17/2015	n/a		☐	☐	☐	☐
121	Fashion 31	History of Costume	n/a	7/06/2011				☐	
122	Fire and Emergency Technology 1	Fire Protection Organization	2/17/2015	n/a				☐	
123	Fire and Emergency Technology 6	Building Construction for Fire Protection	12/19/2016	n/a				☐	
124	Fire and Emergency Technology 40A	Command 1A	11/21/2016	n/a				☐	
125	Fire and Emergency Technology 40B	Command 1B	11/21/2016	n/a				☐	
126	Fire and Emergency Technology 80A	Training Instructor 1A	12/19/2016	n/a				☐	
127	Fire and Emergency Technology 80B	Training Instructor 1B	12/19/2016	n/a				☐	
128	Fire and Emergency Technology 100	Fire Management1	11/21/2016	n/a				☐	
129	Fire and Emergency Technology 110A	Fire Inspector 1A	11/21/2016	n/a				☐	
130	First Aid 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	n/a	06/12/2011				☐	☐

131	Geology 1	Physical Geology	2/16/1999	n/a		☐	☐	☐	☐
132	Geology 15	Natural Disasters	01/20/2016	n/a		☐	☐	☐	☐
133	History 101	United States History to 1877	11/17/1997	n/a		☐	☐	☐	☐
134	History 102	United States History from 1877 to the Present	3/18/1996	n/a		☐	☐	☐	☐
135	History 105	Women and American History from the Colonial Era to 1870	04/15/2002	n/a		☐	☐	☐	☐
136	History 106	Women and American History from 1877 to the	n/a	05/22/2012		☐	☐	☐	☐
137	History 108	United States History: The American Indian Experience	n/a	10/23/2012		☐	☐	☐	☐
138	History 110	The African American in the United States, 1600 to 1877	04/15/2002	n/a		☐	☐	☐	☐
139	History 111	The African American in the United States from 1877 to the Present	n/a	10/23/2012		☐	☐	☐	☐
140	History 112	History of the Chicano in the United States	6/15/2009	n/a		☐	☐	☐	☐
141	History 122	United States Social History: Cultural Pluralism in America	12/15/2008	n/a		☐	☐	☐	☐
142	History 128	History of California	n/a	10/23/2012		☐	☐	☐	☐
143	History 129	History of Los Angeles	n/a	5/28/2013		☐	☐	☐	☐
144	History 140	History of Early Civilizations	12/19/2005	n/a		☐	☐	☐	☐
145	History 141	History of Modern Civilizations	12/19/2005	n/a		☐	☐	☐	☐
146	History 143	Twentieth Century World History	n/a	10/23/2012		☐	☐	☐	☐
147	History 145	History of World Religions	n/a	5/22/2012		☐	☐	☐	☐
148	History 152	History of Latin America through Independence	12/15/2008	n/a		☐	☐	☐	☐
149	History 154	A History of Mexico	12/19/2005	n/a		☐	☐	☐	☐
150	History 162	History of Early Britain	07/20/2009	n/a		☐	☐	☐	☐
151	History 163	History of Modern Britain	n/a	2/23/2010		☐	☐	☐	☐
152	History 175	History of Asian Civilizations to 1600	n/a	03/16/2010		☐	☐	☐	☐

#	Course	Title							
153	History 176	History of Asian Civilizations from 1600 to the Present	n/a	3/16/2010		☐	☐	☐	☐
154	History 178	History of China	12/15/2008	n/a		☐	☐	☐	☐
155	History 183	Introduction to African History, Prehistory to 1885	n/a	9/28/2010		☐	☐	☐	☐
156	History 184	Introduction to African History, 1885 to the Present	n/a	09/28/2010		☐	☐	☐	☐
157	Human Development 105	Career Planning	5/21/2001	n/a				☐	
158	Human Development 101	Orientation to College and Educational Planning	12/18/2006	n/a				☐	
159	Human Development 10	Strategies for Success in College	12/18/2006	n/a		☐	☐	☐	☐
160	Human Development 107	Navigating the Transfer Process	n/a	07/12/2010				☐	
161	Human Development 115	Career Development Across the Lifespan	2/18/2014	11/26/2013		☐	☐	☐	☐
162	Humanities 1	Introduction to the Humanities	11/19/2007	n/a		☐	☐	☐	☐
163	Journalism 1	News Writing and Reporting	3/20/2000	n/a		☐	☐	☐	☐
164	Journalism 8	Advanced Reporting and News Editing	n/a	11/26/2013				☐	
165	Journalism 12	Mass Media and Society	06/16/2008	n/a		☐	☐	☐	☐
166	Law 4	Legal Environment of Business	12/19/2005	n/a				☐	☐
167	Law 5	Business Law	12/19/2005	n/a				☐	
168	Library Information Science 1	Introduction to Library Information Science	n/a	11/22/2011				☐	☐
169	Library Information Science 10	Library Research Using the Internet	n/a	11/22/2011				☐	☐
170	Mathematics 33	Elementary Algebra, Part I	5/21/2007	n/a	n/a				
171	Mathematics 40	Elementary Algebra	11/20/2006	n/a	n/a				
172	Mathematics 43	Elementary Algebra, Part II	5/21/2007	n/a	n/a				
173	Mathematics 73	Intermediate Algebra for General Education	1/20/2009	n/a		☐	☐		
174	Mathematics 80	Intermediate Algebra for Science, Technology, Engineering, and Mathematics	01/20/2009	n/a		☐	☐		
175	Mathematics 120	Nature of Mathematics	4/20/2009	n/a		☐	☐	☐	☐
176	Mathematics 130	College Algebra	4/20/2009	n/a		☐	☐	☐	☐
177	Mathematics 150	Elementary Statistics with Probability	06/16/2008	n/a		☐	☐	☐	☐

178	Medical Terminology 1	Medical Terminology	12/19/2016	n/a			☐	
179	Music 111	Music Appreciation Survey	1/20/1998	n/a	☐	☐	☐	☐
180	Music 112	Music Cultures of the World	11/19/2007	n/a	☐	☐	☐	☐
181	Music 116	History of Rock Music	n/a	11/24/2009	☐	☐	☐	☐
182	Music 117	Music of the Beatles	10/13/2009	n/a	☐	☐	☐	☐
183	Nutrition and Foods 11	Nutrition	12/18/2006	n/a	☐	☐	☐	☐
184	Nutrition and Foods 15	Nutrition for Infants and Young Children	6/15/2009	n/a			☐	
185	Oceanography 10	Introduction to Oceanography	1/21/2003	n/a	☐	☐	☐	☐
186	Philosophy 101	Introduction to Philosophy	11/17/1997	n/a	☐	☐	☐	☐
187	Philosophy 103	Ethics and Society	3/17/1997	n/a	☐	☐	☐	☐
188	Philosophy 105	Critical Thinking and Discourse	3/18/2002	n/a	☐	☐	☐	☐
189	Philosophy 106	Introduction to Logic	04/17/1995	n/a	☐	☐	☐	☐
190	Philosophy 107	Philosophy of Religion	12/18/2006	n/a	☐	☐	☐	☐
191	Philosophy 111	History of Ancient and Medieval Philosophy	7/20/2009	n/a	☐	☐	☐	☐
192	Philosophy 112	History of Modern Philosophy	12/15/2014	n/a			☐	☐
193	Philosophy 113	Contemporary Philosophy	12/15/2014	n/a			☐	☐
194	Philosophy 114	Asian Philosophy	n/a	10/27/2009	☐	☐	☐	☐
195	Philosophy 115	Existentialism	n/a	10/27/2009	☐	☐	☐	☐
196	Philosophy 117	Political Philosophy	2/18/2014	n/a	☐	☐	☐	☐
197	Philosophy 120	Ethics, Law and Society	n/a	2/23/2010	☐	☐	☐	☐
198	Physical Education 217	Sports Officiating	n/a	05/22/2012			☐	☐
199	Physical Education 275	Sport Psychology	2/17/2016				☐	
200	Physical Education 277	Introduction to Kinesiology and Physical Education	n/a	06/12/2011			☐	☐
201	Political Science 1	Governments of the United States and California	02/19/2002	n/a	☐	☐	☐	☐
202	Political Science 2	Introduction to Comparative Politics	6/16/2008	n/a	☐	☐	☐	☐

203	Political Science 3	Introduction to Principles and Methods of Political Science	7/20/2009	n/a		☐	☐	☐	☐
204	Political Science 5	Ethnicity in the American Political Process	n/a	09/28/2010		☐	☐	☐	☐
205	Political Science 6	Civil Rights and Liberties in the United States	n/a	9/28/2010		☐	☐	☐	☐
206	Political Science 7	Political Philosophy	n/a	11/27/2012		☐	☐	☐	☐
207	Political Science 10	Introduction to International Relations	06/16/2008	n/a		☐	☐	☐	☐
208	Psychology 2	Psychology for Effective Living	n/a	08/18/2009		☐	☐	☐	☐
209	Psychology 3	The Psychology of Thinking	5/18/1998	n/a		☐	☐	☐	☐
210	Psychology 5	General Psychology	05/18/1998	n/a		☐	☐	☐	☐
211	Psychology 5H	Honors General Psychology	12/19/2016	n/a		☐	☐	☐	
212	Psychology 7	Physiological Psychology	7/20/2009	n/a		☐	☐	☐	☐
213	Psychology 8	Social Psychology	06/15/2009	n/a		☐	☐	☐	☐
214	Psychology 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	2/18/2014	n/a		☐	☐	☐	☐
215	Psychology 9B	Experimental Methods in the Study of Behavior	2/18/2014	n/a				☐	☐
216	Psychology 12	Human Sexuality	n/a	03/26/2013		☐	☐	☐	☐
217	Psychology 15	Abnormal Psychology	n/a	8/18/2009		☐	☐	☐	☐
218	Psychology 16	Lifespan Development	12/18/2006	n/a		☐	☐	☐	☐
219	Psychology 17	Cultural Psychology	02/17/2015	n/a		☐	☐	☐	
220	Radiologic Technology A	Introduction to Radiologic Technology	12/14/2015					☐	
221	Real Estate 11	Real Estate Principles	6/19/2006	n/a				☐	
222	Real Estate 13	Real Estate Practice	02/17/1998	n/a				☐	
223	Real Estate 14A	Real Estate Finance I	2/17/1998	n/a				☐	
224	Real Estate 16	Real Estate Economics	2/17/1998	n/a				☐	
225	Real Estate 40	Real Estate Appraisal	02/17/1998	n/a				☐	
226	Real Estate 41	Advanced Real Estate Appraisal	2/17/1998	n/a				☐	

227	Recreation 207	Introduction to Recreation	11/16/2015	n/a				☐	
228	Sociology 101	Introduction to Sociology	11/16/1998	n/a		☐	☐	☐	☐
229	Sociology 102	The Family	11/16/1998	n/a		☐	☐	☐	☐
230	Sociology 104	Social Problems	12/18/2006	n/a		☐	☐	☐	☐
231	Sociology 107	Race and Ethnicity in United States Society	n/a	11/23/2010		☐	☐	☐	☐
232	Sociology 108	Global Perspectives on Race and Ethnicity	12/15/2008	n/a		☐	☐	☐	☐
233	Sociology 109	Introduction to Elementary Statistical Methods for the Study of Behavior	2/18/2014	n/a		☐	☐	☐	☐
234	Sociology 110	Introduction to Social Work	01/23/2017	n/a				☐	
235	Sociology 112	Introduction to Criminology	n/a	3/26/2013		☐	☐	☐	☐
236	Sociology 115	Sociology of Death and Dying	12/19/2016					☐	
237	Theatre 103	Theatre Appreciation	12/18/2006	n/a		☐	☐	☐	☐
238	Theatre 104	Dramatic Literature	2/19/2008	n/a		☐	☐	☐	☐
239	Women's Studies 1	Introduction to Women's Studies	n/a	3/26/2013		☐	☐	☐	☐

College students being able to complete ten (10) Associate of Arts degree programs, five (5) Associate of Science degree programs, fourteen (14) Certificate of Achievement programs and General Education requirements through courses offered by Distance Education. These programs have 50% or more of their courses approved as Distance Education offerings.

<u>Associate of Arts Degree</u>
Anthropology
Childhood Education.
Economics
English
History
Liberal Studies (Elementary Teaching)
Philosophy
Political Science
Real Estate
Sociology

<u>Associate of Science Degree</u>
Business - Accounting
Business - Business Management
Business - Marketing
Business -Office Administration
Computer Information Science

<u>Certificate of Achievement</u>
Business - Accounting
Business - Bookkeeping Clerk
Business - Business Management
Business - Marketing
Business - Office Applications Specialist
Business – Retail Management
Childhood Education - Early Childhood Education
Childhood Education - Early Intervention Assistant
Childhood Education - Special Education Assistant
Computer Information Systems - Microcomputer Applications
Computer Information Systems - Microcomputer Support & Network Management
Real Estate
Real Estate - Mortgage Loan Brokerage
Real Estate – Real Estate Appraisal

Appendix C

The following general education courses are deliverable through online education, and apply to the A.A. degree.

A.A. Degree Requirements for 2015-2016

Compete the specific number of units in categories 1 thought 5 and the mathematics competency requirements in category 6.

1. **Natural Science** (minimum 3 semester units):
   Anatomy 30, 32; Anthology 1; Astronomy 20; Biology 15; Geology 1, 15; Oceanography 10; Psychology 7

2. **Social And Behavioral Science** (minimum 9 semester units; One course from A, one course from B, and one course from C):
   A. American Studies 7; History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128; Women's Studies 1
   B. Political Science 1, 5, 6
   C. Anthropology 2, 3, 4, 6, 7, 8, 9, 11, 12; Business 17, 22; Child Development 103, 104; Communication Studies 14; Economics 1, 2, 5; Ethnic Studies 1, 3; History 129, 140, 141, 143, 145, 152, 154, 162, 163, 175, 176, 178, 183, 184; Journalism 12; Political Science 2, 3, 7, 10; Psychology 2, 5, 7, 8, 12, 15, 16; Sociology 101, 102, 104, 107, 108, 112

3. **Humanities** (minimum 3 semester units):
   Art 101, 102A; Dance 101, 103; English 1B, 27, 28, 39, 40A; Fashion 31, Humanities 1; Music 111, 112, 116, 117; Philosophy 1011, 103, 107, 111, 114, 115, 120; Theater 104

4. **Language and Rationality** (minimum 6 semester units; One course from A and one course from B):
   A. English Composition (minimum 3 semester units): Business 27, 28; English 1A; Journalism 1
   B. Communication and Analytical Thinking (minimum 3 semester units): Communication Studies 14, Computer Information Systems 12, 16; English 1B, 1C; Journalism 12; Mathematics 73, 80, 120, 130, 150; Philosophy 105, 106; Psychology 3, 9A; Sociology 109

5. **Health and Physical Education** (minimum 3 semester units):
   Contemporary Health 1; Human Development 10; Nutrition and Foods 11; Physical Education 275; Psychology 2

6. **Mathematics Competency** (Pass the Mathematics Competency Test [a process separate from mathematics placement], which covers intermediate algebra, or satisfactorily complete one of the approved courses for the category.):
Mathematics 73, 80, 120, 130, 150; Psychology 9A; Sociology 109

<h2 align="center">CSU General Education Requirements</h2>

The following courses are deliverable through online education and apply to CSU General Transfer Requirements:

Area A – Communication in the English Language and Critical Thinking (minimum 9 semester units or 12 quarter units; one course from each subsection):
1. Communication Studies: None
2. English 1A
3. English 1C; Philosophy 105, 106; Psychology 3

Area B – Physical Universe and its Life Forms (minimum 9 semester units or 12 quarter units; One course must be completed from each subsections; one course must include a laboratory [marked by *]):
1. Physical Sciences: Astronomy 20; Geology 1, 15; Oceanography 10*
2. Life Sciences: Anatomy 30*, 32*; Anthropology 1; Biology 15; Psychology 7
3. Courses above marked with asterisk (*) meet the laboratory requirement.
4. Mathematics/quantitative Reasoning: Mathematics 120, 120, 150; Psychology 9A; Sociology 109

Area C – Arts, Literature, Philosophy and Foreign Languages (minimum 9 semester units or 12 quarter units; At least one course from subsection 1 and one course from subsection 2):

1. Arts: Art 101, 102A; Dance 101, 103; Music 111, 112, 116, 117; Theater 103, 104
2. Humanities: American Studies 7; English 1B, 27, 28, 39, 40B; History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128, 129, 140, 141, 143, 145, 152, 154, 162, 163, 175, 176, 178, 183, 184; Humanities 1; Philosophy 101, 103, 107, 111, 114, 115, 120; Political Science 7

Area D – Social, Political and Economic Institutions and Behavior; Historical Background (minimum 9 semester units or 12 quarter units; Courses must be selected from at least two different subsections. Courses listed in more than one subsection/are can be used for credit in one subsection/are only.):

1. Anthropology and Archaeology: Anthropology 2, 3, 4, 6, 7, 8, 9, 11, 12
2. Economics 1, 2, 5
3. Ethnic Studies: Communication Studies 4; Ethnic Studies 1, 3; History 108, 110, 111, 112, 122; Political Science 5; Sociology 107
4. Gender Studies: Anthropology 9; History105, 106; Women's Studies 1
5. Geography: none
6. History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128, 129, 140, 141, 143, 145, 152, 154, 162, 163, 175, 176, 178, 183, 184
7. Interdisciplinary Social/Behavioral Science: American Studies 7; Business 22; Child Development 103; Communication Studies 14; Journalism 12
8. Political Science, Government and Legal Institutions: Political Science 1, 2, 3, 5, 6, 7, 10
9. Psychology: Physical Education 275; Psychology 2, 5, 8, 9B, 12, 15, 16
10. Sociology 101, 102, 104, 107, 108, 112

Area E – Lifelong Understanding and Self – Development (minimum 3 semester units or 4 – 5 quarter units):

Business 17, 22; Child Development 103; Contemporary Health 1; Human Development 10, 115; Nutrition and Food 11; Physical Education 2275; Psychology 1, 12, 16; Sociology 102

Graduation requirement in U.S. History, Constitution, and American Ideals (6 semester units; one course from group 1 and one course from group 2):

Group 1: History 101, 102, 105, 106, 108, 110, 111, 112, 122

Group 2: Political Science 1

IGETC: Intersegmental General Education Transfer Curriculum

The following courses are deliverable through online education and apply to the Intersegmental General Education Transfer curriculum:

Area 1 - English Communication (UC and CSU transfers complete groups A and B; Group C is required for CSU transfers only:

Group A: English 1A

Group B: One course – English 1C; Philosophy 105; Psychology 3

Group C: Communication Studies: none

Area 2 - Mathematical Concepts and Quantitative Reasoning (One course, 3 semester or 4 -5 quarter units):

Mathematics 120, 130, 150; Psychology 9A; Sociology 109

Area 3 - Arts and Humanities (Three courses, 9 semester or 12-15 quarter unites; at least one course from Arts and one course from Humanities):

A. Arts: Arts 101, 102A; Dance 101, 103; Music 111, 112, 113, 116, 117; Theater 103
B. Humanities: American Studies 7, English1B, 27, 28, 39, 40B
C. History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128, 129, 140, 141, 143, 145, 152, 154, 162, 163, 175, 176, 178, 183, 184; Humanities 1; Political Science 7

Area 4 - Social and Behavioral Sciences (Three courses, 9 semester or 12-15 quarter units, from at least two disciplines or an interdisciplinary sequence):

American Studies 7; Anthropology 2, 3, 4, 6, 7, 8, 9, 11, 12; Child Development 103, Communication Studies 14; Economics 1, 2, 5; Ethnic Studies 1, 3; History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128, 129, 140, 141, 143, 145, 152, 154, 162, 163, 175, 176, 178, 183, 184; Journalism 12; Political Science 1, 2, 3, 5, 6, 7, 10; Psychology 2, 5, 8, 12, 15, 16; Sociology 101, 102, 104, 107, 108, 112; Women's Studies 1

Area 5 - Physical and Biological Sciences (Two courses, 7- 9 semester or 9 -12 quarter units; one physical science course, one biological science course; at least one course must include a laboratory [* indicates a lab course]):

A. Physical Sciences: Astronomy 20; Geology 1, 15; Oceanography 10*
B. Biological Sciences: Anatomy 30*, 32*; Anthropology 1; Biology 15; Psychology 7
C. Laboratory science courses are marked with an asterisk (* indicates a lab course)

Area 6 - Language other than English: None

Appendix D

Enrollment Strategy B2: Strategically Design Online Offerings to Increase Access/Options				
Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Anticipated Cost**
Action item #a Increase number of sections for online courses with high fill-rates and successful outcomes.	Academic Deans	2016-2017 2017-2018 2018-2019	10 sections 40 FTES 15 sections 60 FTES 20 sections 80 FTES	$35,000 $52,500 $70,000
• Conduct assessment of online courses to identify successful offerings (e.g., FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Schedule online certification courses to expedite faculty readiness to provide distance education (e.g., completion of both courses within one semester)	Professional Development Distance Education	Fall 2016		
Action item #b Schedule hybrid courses for sequences of laboratory coursework (e.g., Biology, Chemistry).	NATS Division	2017-2018 2018-19	2sections 8 FTES 2sections 8 FTES	$10,000 $10,000
• Conduct outcomes assessment of current hybrid courses with laboratory components (e.g., Math, CIS).	IRP; Math Division Business Division	Spring 2016		

Action item #c Schedule hybrid course sequences reflecting required coursework for high potential CTE certificates.	I&T division leadership; other divisions, as applicable	2017-2018 2018-2019	8 sections 32FTES 8 sections 32FTES	$28,000 $28,000
• Conduct assessment of CTE outcomes to identify high demand courses and certificates.	IRP; Division leadership	Spring 2016		
• Identify potential CTE courses and certificates for hybrid offering based on Advisory Committee recommendations, industry demand, and/or trends in CTE course delivery.	I&T division leadership; other divisions, as applicable	2016 - 2017		
Action item #d Schedule two-year sequences (eight- and 16- week online courses) to reflect the ECC GE pattern and CSU/IGETC transfer patterns.	Academic Affairs; Academic Deans	2017-2018 2018-2019	8 sections 32FTES 8 sections 32FTES	$28,000 $28,000
• Conduct outcomes assessment of current online eight-week courses within BSS, HUM, I&T, and MATH divisions to identify most viable GE courses for accelerated online delivery.	IRP; division leadership (BSS, HUM, I&T, MATH)	Spring 2016		
• Develop two-year sequences of ECC GE and CSU/IGETC transfer coursework.	Academic Affairs; Academic Deans	2016 - 2017		
Action item #e Increase awareness of and readiness for distance education opportunities among internal and external constituents.	PR&M Professional Development Distance Education ITS	 2017-18 2018-19	Increase online success rate by 5% 3 sections 12 FTES 3 sections 12 FTES	No cost
• Enhance and increase training opportunities for faculty and students on the LMS platform (e.g., Etudes, Canvas).	Professional Development Distance Education	2016-2017		
• Enhance the searchable schedule on the college website to more clearly distinguish between hybrid and online courses.	ITS PR&M	2016-2017		
• Launch internal and external marketing campaigns for online "pathways" to GE pattern completion (e.g., accelerated eight-week, semester-length 16-week).	PR&M	Fall 2017		

Action item #f Explore opportunities to offer select three-unit lecture courses online during	Academic Affairs	2016-17	5 sections 20 FTES	$17,500

• Conduct assessment of currently-offered online courses to identify most successful offerings (e.g., highest FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Identify GE courses that are in high demand among current and prospective students (e.g., students enrolled at local community colleges and four-year	Academic Affairs ITS	Fall 2016		
Action item #g Explore opportunities to offer online coursework for local high schools with	Academic Affairs OASR	2017-2018	TBD	

Constitution of the El Camino College Academic Senate

TABLE OF CONTENTS

El Camino College Academic Senate Constitution

PREAMBLE   In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

ARTICLE I   Name and Definitions

Section 1.   <u>Name</u>

1.1   The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

Section 2.   <u>Definitions</u>

2.1   The term "days," when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2   The term "faculty" shall mean all personnel defined in the El Camino College Federation of Teachers Agreement and in the Compton Community College District Federation of Teachers Agreement

2.3   The term "adjunct faculty" shall mean part-time faculty members.

2.4   The term "senator" shall mean any member of the faculty elected to the Senate.

2.5   The term "division senator" is the individual who is elected by the full-time faculty of a division or educational center to represent such unit.

2.6   The term "senior senator" shall mean the division senator with the longest continuous service on the Senate.

2.7   The term "FTEF" shall mean Full-Time Equivalent Faculty.

2.8   The term "ex-officio member" shall mean a non-voting member of the Senate who serves as a resource person, advisor, and/or communication link with other campus decision-making bodies.

2.9   The term "educational center" shall mean a formally recognized El Camino College educational center as defined in Title 5.

2.10   The terms "faculty council" or "educational center council" shall mean a standing committee of the Senate located at each educational center. This committee will represent the needs and concerns of faculty at its educational center and will select its membership in accordance with locally developed bylaws that shall be approved by the Senate.

ARTICLE II   **Purposes**

Section 1.   <u>Purpose</u>

1.1   To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

      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."

1.2   To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ARTICLE III   **Senate Membership**

Section 1.   <u>Senators</u>

1.1   The senators shall be elected from the faculty in each division. The <u>Library</u> Learning Resources Unit shall be treated as a division.

1.2   The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Adjunct faculty shall have two members-at-large and up to two alternates from the main campus and up to one from each educational center on the Senate, to be elected by the adjunct faculty of that campus/center.

> **Commented [KD1]:** This suggestion was made last year when several qualified, adjunct faculty expressed interest. Part-time faculty schedules can be unpredictable; if a senator is no longer able to serve, an alternate could step in.

1.3   Divisions having FTEF shall be entitled to senate members on the following basis: 1 through 24 - two (2) members
                25 through 36 - three (3) members
                37 through 48 - four (4) members
                49 or more - five (5) members

1.4   The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent Spring and Fall semesters of the current calendar year.

> **Commented [KD2]:** If auditing representation during summer – to prepare for the upcoming academic year – "calendar year" calculations aren't possible since fall hasn't yet occurred. This change allows for the calculation to be completed in either winter or summer.

1.5   Eligibility of Senators

        1.5.1 Voting members of the Senate shall be the elected senators.

        1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.

1.6   Election of Full-Time Senators – See Bylaws Article III, Section 1.

1.7   Election of Adjunct Senators – See Bylaws Article III, Section 2

1.8   Full-Time Senator – Term of Office

        1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.

        1.8.2 The division or educational center represented may exercise recall of a full-time senator at any time. See Bylaws Article III.

        1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold

a special election under the procedures of Article III, Section 1 of the Bylaws.

1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first

1.9   Adjunct Senator – Term of Office

1.9.1 The term of office for adjunct senators shall be one year unless the senator no longer meets the requirements of Article III, Sections 1.5.

1.9.2 If an adjunct senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the term.

1.10   A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

Section 2   Ex-Officio Senate Members

2.1   Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, and Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate.

ARTICLE IV   Officers

Section 1   Officers. The Senate shall elect from among its members:

1.1   President;

1.2   President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3   Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, Vice President of Academic Technology and Vice President of Educational Centers (an elected chair of an educational center council);

1.4   Secretary;

1.5   Distance Education Liaison;

1.6   Other Officers, as deemed necessary.

1.7   Parliamentarian.. The president may appoint people to serve in positions such as parliamentarian, sergeant-at-arms, and newsletter editor or others as deemed necessary;

Section 2.   Elected Officers. The elected officers shall be members of the Senate Executive Committee.

Section 3.   Election of Officers – See Bylaws Article IV.

3.1   Terms of Office

3.2   The term of a senate officers shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.

3.3   An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

3.4   If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the remainder of the term.

Commented [KD4]: The Senate is being asked to consider making DEAC an official subcommittee of the Senate. DEAC has functioned an unofficial subcommittee of the Senate for some time. In addition to DEAC, the Director of the Library Learning Resources Unit, the Media Services Faculty Coordinator, and the Vice President for Academic Affairs have been consulted and support this change.

If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4.

> **Commented [KD3]:** Note section numbers need to be aligned – this will be addressed in final edits.

4.1   Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations.*

4.2   Senate President: The president shall ~~preside over meetings of the Senate as outlined in *Robert's Rules of Order*;~~ chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the State Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee, as outlined in Making Decisions at El Camino College; and appoint a distance education liaison, parliamentarian, newsletter editor and sergeant-at-arms, as deemed necessary.

4.3

President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, ~~and the~~ plenary sessions, and Faculty Leadership Institute),~~,~~ and the El Camino College Academic Senate Executive Committee meetings.

Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, ~~and~~ policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.

4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, ~~shall~~ represent the senate on, and serve as~~shall be~~ the senate's voting member for ~~all of~~ the following

campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus--wide committees devoted to faculty evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and, handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development Department, shall investigate, monitor and propose policies and programs for faculty professional development activities, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.4

4.3.5 Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full senate. Chair Educational Center Faculty Council.

4.3.6 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and

4.5 the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle

4.6 special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.7 Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other senate matters; and maintain the list of all committees members, and see that the Senate website is updated.

Distance Education Liaison: Shall monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee.

Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

Sergeant-at-Arms: Assist in preserving order as the president may direct.

ARTICLE V   Meetings

Section 1.   Regular Meetings. The Senate shall hold regular meetings throughout the academic year.

Section 2.   Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.

Section 3   Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4   Executive Session

4.1   In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.

4.2   Executive sessions may be called by the Senate president or by a majority vote of the Senate.

4.3   Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

ARTICLE VI   **Executive Committee**

Section 1.   Voting Members: president, vice-presidents and secretary.

Ex-Officio Members: past president, president-elect, distance education liaison, newsletter editor, ~~and~~ parliamentarian, sergeant-at-arms, and others, as appointed.

Section 2.

Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

ARTICLE VII   **Committees**

Section 1.   Committees

1.1   Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)
   a) College Curriculum
   b) Educational Policies
   c) Faculty Development
   d) Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)
   e) Educational Center Faculty Council
   f)   Academic Technology Committee
   ~~f)~~g)Distance Education Advisory Committee

1.2

Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3

Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4

Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:
   a) Calendar Committee
   b) ~~Program Review~~Accreditation Committee
   ~~b)~~c)   Facilities Steering Committee

> **Commented [KD5]:** Program Review is already represented by the VP IE.

ARTICLE VIII   **College Curriculum Committee**

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

Section 1.   College Curriculum Committee

1.1   Operating Policy: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.

1.2   CCC Operational Procedures: All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

1.3   Approval of CCC Bylaws: CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

Section 2.   Chair of College Curriculum Committee

2.1   Chair: The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.

2.2   Chair as Member of the Senate: In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.

2.3   Term of Office: Term of office for the Chair of the CCC shall be two (2) years.

2.4   Duties of Chair: The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.

2.5   Removal of the Chair: Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

Section 3.   CCC Representatives

3.1   Membership

3.1.1   Faculty – The faculty shall elect the representatives to the CCC. The

senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in accordance with the CCC Bylaws.

3.1.2 Other Voting Members – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

3.1.3 Ex-Officio Members – The CCC may designate others as ex-officio members.

3.2 Term of Office: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. Responsibility of the College Curriculum Committee

4.1 Curriculum Review: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 Review Procedures: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. Curriculum Responsibility and Authority of the Senate

5.1 Oversight Responsibilities: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 Review of Curriculum Procedures:

5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.

5.2.2 Review requests shall, at a minimum:
a) Describe the procedure(s) to be reviewed and any associated form(s), and
b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.

5.2.3 A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and
a) If found invalid, the request shall be denied in writing, or
b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

5.3 <u>Review of Curriculum Decisions</u>: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

ARTICLE IX   Bylaws and Rules of Order

Section 1.   <u>Bylaws and Rules of Order</u>

1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.

1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

Section 2.   <u>Rules of Order</u>

2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

ARTICLE X   Amendments to the Constitution

Section 1.   <u>Amendments of the Constitution</u>

1.1 Amendments to the Constitution may be proposed by:
    a) A motion approved by a majority vote of the Senate, or
    b) A petition signed by one-quarter of the faculty
The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.

1.4 Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI Professional Standards and Ethics

Section 1. Professional Standards and Ethics

1.1 The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.

1.2 The Senate may, upon its findings, pass:
    a) Resolutions of Commendation
    b) Resolutions of Confidence
    c) Resolutions of No Confidence, or
    d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2. Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may not
    a) Violate state law, or
    b) Violate ECC Board of Trustees policies, or

    c) Violate ECCFT agreement, or
    d) Subject the district to serious legal or fiscal liability, or
    e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
    f) Violate any provision of this Constitution or its Bylaws

ARTICLE XII Delegate to Academic Senate for California Community Colleges

Delegate

1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.

1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

Amendments and Revisions

Revised	June 1982
Revised	June 1988
Revised	April 1989
Revised	March 16, 1990
Revised	December 1992
Revised	March 22, 1993
Revised	August 29, 1998
Ratified	May 1, 2000
Ratified	July 1, 2002
Ratified	Nov. 4, 2011
Ratified	????

Canvas Distribution & Training Requirements

Chris Gold and Pete Marcoux

In order to encourage faculty to utilize the tools of Canvas in their face to face classes, the Academic Senate recommends that all traditional sections (non-distance education sections) be given a Canvas site without faculty having to request sites, go through any training, or have to fill out a waiver to qualify for using Canvas.

Support	Opposition
· Required training and confusing restrictions are an obstacle to many faculty who only want, initially, to use one or two tools within the system; therefore, time-consuming, complete training is unnecessary. · Many faculty have been trained in other LMSs; the differences between/among systems are minimal. · Canvas is an intuitive platform and many of our faculty are very tech-savvy, having mastered a variety of software without training. Faculty are professionals who should be trusted to seek training if they need it. · Students will benefit if more faculty use an LMS, especially tools like gradebook, syllabi, announcements, etc.	· Support staff are worried they will be inundated with calls if faculty aren't required to have training prior to being given Canvas accounts. · Faculty may make incomplete or ineffective use of Canvas.