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

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

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



# Academic Senate of El Camino College 2017-18

June 5, 2018

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

President	<b>Kristie Daniel-DiGregorio</b>	VP Finance & Special Projects	<b>Josh Troesh</b>
VP Academic Technology	<b>Pete Marcoux</b>	VP Instructional Effectiveness	<b>Russell Serr</b>
VP Compton College	<b>Paul Flor</b>	Curriculum Chair	<b>Janet Young</b>
VP Educational Policies	<b>Darcie McClelland</b>	Secretary	<b>Traci Granger</b>
VP Faculty Development	<b>Stacey Allen</b>	Parliamentarian	<b>Pete Marcoux</b>

### Adjunct (One-year terms)

<b>Josh Casper (BSS)<sup>R</sup></b>	17/18
<b>Karl Striepe (BSS)</b>	17/18

### Fine Arts

<b>Ali Ahmadpour</b>	18/19
<b>Daniel Berney</b>	17/18
<b>Diana Crossman</b>	18/19
<b>Russell McMillin</b>	18/19

### Mathematical Sciences

<b>Dominic Fanelli</b>	19/20
<b>Lars Kjeseth</b>	19/20
<b>Matthew Mata<sup>*R</sup></b>	17/18
<b>Catherine Schult-Roman</b>	18/19
<b>Oscar Villareal</b>	19/20

### Behavioral & Social Sciences

<b>Stacey Allen</b>	19/20
<b>John Baranski<sup>R</sup></b>	19/20
<b>Kristie Daniel-DiGregorio</b>	17/18
<b>Renee Galbavy</b>	17/18
<b>Michael Wynne<sup>*</sup></b>	17/18

### Health Sciences & Athletics/Nursing

<b>Chris Wells<sup>*R</sup></b>	18/19
<b>Andy Al Villar<sup>*R</sup></b>	19/20
<b>Traci Granger</b>	19/20
<b>Yuko Kawasaki</b>	18/19
<b>Colleen McFaul</b>	17/18
<b>Russell Serr</b>	17/18

### Natural Sciences

<b>Sara Di Fiori<sup>*R</sup></b>	18/19
<b>Darcie McClelland</b>	19/20
<b>Troy Moore</b>	18/19
<b>Shanna Potter</b>	19/20
<b>Anne Valle</b>	18/19

### Business

<b>Kurt Hull</b>	18/19
<b>Phillip Lau<sup>*R</sup></b>	18/19
<b>Josh Troesh</b>	18/19

### Humanities

<b>Rose Ann Cerofeci<sup>R</sup></b>	18/19
<b>Sean Donnell</b>	18/19
<b>Ashley Gallagher</b>	18/19
<b>Pete Marcoux<sup>*</sup></b>	18/19
<b>Christina Nagao<sup>R</sup></b>	18/19

### Academic Affairs & Student Services

<b>Jean Shankweiler</b>
<b>Ross Miyashiro</b>
<b>Linda Clowers</b>

### Compton College

<b>Paul Flor</b>	17/18
<b>Chris Halligan<sup>R</sup></b>	17/18

### Associated Students Organization

<b>Bryant Odega</b>
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### Counseling

<b>Seranda Bray</b>	17/18
<b>Anna Brochet<sup>*R</sup></b>	18/19
<b>Rocio Diaz</b>	19/20

### Industry & Technology

<b>Charlene Brewer-Smith<sup>R</sup></b>	18/19
<b>Ross Durand<sup>*</sup></b>	18/19
<b>Dylan Meek<sup>R</sup></b>	18/19
<b>Renee Newell</b>	18/19
<b>Jack Selph</b>	18/19

### President/ Superintendent

<b>Dena Maloney</b>
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### Division Personnel

<b>Robin Dreizler</b>
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### Ex-officio positions

<b>Chris Jeffries</b>	ECCFT
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### Carolee Vakil-Jessop

### Institutional Research

<b>Irene Graff</b>
<b>Carolyn Pineda</b>

### Library Learning Resources

<b>Analú Josephides</b>	18/19
<b>Mary McMillan</b>	18/19
<b>Claudia Striepe<sup>*R</sup></b>	18/19

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.

<sup>\*</sup>Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

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

**FALL 2017:** September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).

**SPRING 2018:** February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (confirmed).

## **COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Thursdays 1-2 p.m., Compton College Board Room.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

**Assessment of Learning.** Chairs: Russell Serr & Jenny Simon. Spring meetings: 3/12, 4/16, 5/14, 2:30-4, Communications 109.

**Academic Program Review.** Chairs: Russell Serr & Linda Clowers. Meets fall semester only.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166/Library 202.

**Distance Education Advisory Committee.** Chair: Asma Said. D.E. Liaison to the Senate: Renee Galbavy. 4<sup>th</sup> Thurs, 1-2, DE 166.

**Educational Policies.** Chair: Darcie McClelland. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, DE 166.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

**Board of Trustees.** Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> Mondays (exceptions: 2/26, 3/26, 9/4), 4 pm, Alondra.

**Calendar.** Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

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

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

**Facilities Steering Committee.** Chair: Brian Fahnstock. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1<sup>st</sup> & 3<sup>rd</sup> Wed, 2-3 DE 166.

**Planning & Budgeting (PBC).** Chair: Rory Natividad. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, Library 202.

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

**Student Success Advisory.** Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2<sup>nd</sup> Thurs. 1-2, COM 109.

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

# El Camino College Academic Senate 2017-2018 Goals

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*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:

- Provide leadership for the college on issues related to Senate purview,
- 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 complete revision of Faculty Handbook,
- In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
- In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
- Update Minimum Qualifications and develop a consistent, fair equivalency process,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

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

Measures:

- Arrange a Senate orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

## **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 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,
- Support Enrollment Management initiatives through ongoing communication and faculty involvement.

## ECC (El Camino College) Acronyms

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

**Adjunct (1 Year)**

- Josh Casper  
 Karl Striepe

**Behavioral & Social Sciences**

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

**Business**

- Kurt Hull  
 Phillip Lau  
 Josh Troesh

**Counseling**

- Seranda Bray  
 Anna Brochet  
 Rocio Diaz

**Fine Arts**

- Ali Ahmadpour  
 Daniel Berney  
 Diana Crossman  
 Russell McMillin  
 Chris Wells

**Health Sciences & Athletics**

- Andrew Alvillar  
 Traci Granger  
 Yuko Kawasaki  
 Colleen McFaul  
 Russell Serr

**Humanities**

- Rose Ann Cerofeci  
 Sean Donnell  
 Ashley Gallagher  
 Pete Marcoux  
 Christina Nagao

**Industry & Technology**

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

**Library Learning Resources**

- Analu Josephides  
 Mary McMillan  
 Claudia Striepe

**Mathematical Sciences**

- Dominic Fanelli  
 Lars Kjeseth  
 Matthew Mata  
 Catherine Schult-Roman  
 Oscar Villareal

**Natural Sciences**

- Darcie Descalzo  
 Sara Di Fiori  
 Troy Moore  
 Shanna Potter  
 Ann Valle

**President/Superintendent**

- Dena Maloney

**Academic Affairs & SCA**

- Linda Clowers  
 Ross Miyashiro  
 Jean Shankweiler

**Assoc. Students Org.**

- Bryant Odega

**Compton College**

- Paul Flor  
 Chris Halligan

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Dean's Reps.; Guests/Other Officers:**

- Carolyn Pineda

**Excused:** K. Striepe, C. Striepe, M. Mata

## ACADEMIC SENATE MINUTES

May 15, 2018

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 seventh Academic Senate meeting of the spring 2018 semester to order on May 15, 2018 at 12:30 p.m.

### B. APPROVAL OF MINUTES

See pgs. 6-16 of the packet for minutes from the May 1, 2018 meeting. J. Young moved, P. Marcoux seconded, and there was unanimous approval of minutes.

KDD: We are moving right along to our division personnel. Make sure you ask Dr. Dipte Patel where she is going tonight. D. Patel: I am going to the Forum tonight to see U2. (KDD is also going and P. Marcoux seemed to be jealous!) D. Patel: Hi, I have been very fortunate to be here at El Camino College since 2001. My very first day here was 9/11. I will tell you, the experience that I had on that day really showed me how beautiful the people are that are here. To this day, that is one of the things that still keeps me here. The people that we get to work with. It was in the Special Resource Center. I started as an Adjunct Counselor and I filled a lot of different roles; Disability Specialist, and I wrote and implemented a lot of different grants. Then I became the Director of the Special Resource Center in 2006. I moved over to the Counseling division 3 years ago. KDD: Tell us what you do in your current role, I know that will take all day. D. Patel: The dean of Counseling sits in meetings all day (lots of laughter at this point). I am very fortunate to work with a phenomenal group of counselors. Guess how many counselors we have on this campus? (There were several guesses from the senators, all incorrect. We found out that there are 36 full time, and 64 adjunct counselors). We have counseling in 16 distinctive areas on campus. We don't want a passive model where students come to us, we go to students. We place counselors across the campus and we want to continue to make those partnerships with all of you. We want to continue to do so. In the role of Dean of Counseling, I have been fortunate to work on some different projects. One has been ECC Connect. It has the degree planner tool and it is in production, its live and being used. Students should have direct access to it within the next few weeks. They will be able to go in and create their own Ed Plan. The early alert tool is in there as well. There is a lot of construction going on, so we get to move into a new building. There have been a lot of exciting things within the division of Counseling. It's the general counselors as well as the First Year Experience Program, Career and Transfer Program. Within Counseling you will also see our Student Success Program, which is students that are on probation. Counselors are in other divisions as well, Student Support Services as well as Health Sciences and Athletics. Enrollment Services also, because of restructuring for the International Counselor, but all counselors report to me. We also have quite a few Outreach Counselors that go to local high schools. The goal and hope is to see students through that entire journey. Before they apply, as they enter, while they are here, as well as doing some exit counseling. Whether it is to a four-year university or we do career counseling and help with jobs. We do have something that is called job posting. I don't know if all of you are aware of that. If you go to the portal, there are job postings. We have about 135 new job postings each month from employers in the area. This is open to anyone who still has access to MyECC. We have some very loyal employers who help with that and we have an HBCU transfer agreement plan and that is where we are partnering with historically black colleges and universities across the country. Right now we have 35. The Valedictorian of Dillard, who just gave her speech, came from El Camino College. (Applause from all) She started at Compton Center and finished up here at Torrance. There is a lot of good stuff, and there are a lot of little things that happen. I think that is true of all of our divisions. There are phenomenal things that happen.

KDD: Dipte has forgotten about the Certificates Task Force. She was instrumental in helping us and came and spoke to us about helping more students get certificates. She is our chair of the Dreamers Task Force. At our last meeting we learned that El Camino, and not every college is doing this, but El Camino gave out an additional \$329,000 to support undocumented students with financial aid. D. Patel: You are right, we have done some phenomenal things on campus. I want to plug one more thing. You know we have the Stackable Cal Grants; Cal Grant, full time Student Success Grant, and the Completion Grant. In order for students to get that Completion Grant, which is an additional \$1,500 per year, they have to take 15 or more units. It requires a specialized Ed Plan. Across the state, many colleges don't have that partnership between Financial Aid and Counseling, so they weren't doing it. Our phenomenal counselors stepped up and

did it! Not only did we spend all the money that El Camino was given, we went back and got an additional \$323,000 in full time Student Success Grants and \$350,000 in Completion Grants and are giving it to our students. Other colleges aren't doing that. We are helping students go through the process. KDD: Thanks for all your hard work.

KDD: We have a number of things under Unfinished and New Business since it is the end of the semester. I would like to ask for a motion to suspend our normal order of business so that we can discuss our unfinished and new business before we get back on track, resuming our regular agenda. Do I have such a motion? L. Kjeseth motioned, C. Smith seconded. All were in favor of changing the order of business. Let's roll right into our unfinished business.

## **E. UNFINISHED BUSINESS**

### **AP 4235 Credit by Exam: 2<sup>nd</sup> Reading – D. McClelland McClelland (pgs. 22-25)**

KDD: We need a motion as my Parliamentarian will remind me. We need a motion to approve our revisions to AP 4235, Credit by Exam. J. Young motioned, S. Bray seconded. Now we can discuss and I am going to turn things over to Darcie. D. McClelland: As we discussed this last time, there were two major edits in this policy. It exempts students in articulated pathways from the residency requirement. Following up on last time's discussion about whether this is legal or not, we consulted with some of our colleagues who work with this on a regular basis. They referred us to a paper published in 2013 by the ASCCC. They cite that it is legal, there is nothing in Title 5 that says we can't exempt people from articulated programs. They cited the Chancellor's Office as well. The second big change that we are making is to exempt AP and IB credit from the maximum number of units allowed. Other comments, suggestions or feedback? KDD: Can I make an edit on page 22 of the packet? AP 4235 at the very top. The second paragraph is a little confusing. The second line, "shall determine how courses are selected" and insert "which courses are eligible for credit by exam." Just for clarity's sake. Do our English professors approve this? Any other feedback or comments? Can I direct you to a tool that Janet has created on page 19? J. Young: This is a Credit by Exam form. You can find it on the CCC Website. This is the form to use if you wish to add a course to the Credit by Exam list in the catalogue or if you wish to remove a course. The process is: The department faculty will determine what they want to do (add or delete a course), it goes through the Division Curriculum Committee, and then the form is sent to the curriculum advisor. Then the next time the college catalog is published, your course will either be added or deleted based on your recommendation. So you have complete control over what is on that listing. KDD: Does it go to the CCC? J. Young: It will go to the CCC. Once it goes to the DCC, it will be submitted to the curriculum advisor and that will place it on the CCC, which is really just a rubber stamp. It is a formality. We always had this, but only for adding, not for removing. We also didn't know if the exam already existed or if you were promising to create the exam. KDD: We had some colleagues that were concerned because they didn't want their courses offered by Credit by Exam. We appreciate you being responsive to those concerns that came up in our discussions. P. Marcoux: To let people know, it takes a catalog cycle to get those removed from the list. C. Wells: There was discussion at one time that by having the online catalog be the catalog of record so it could speed up the process. Then we wouldn't have to go through the cycle. Are these discussions still taking place? J. Young: Yes, they are. If we go to our new system, it will be an online catalog. It will be very easy to keep it updated. It will speed things up. KDD: Anything else? We can call for the vote. All were in agreement! Thank you very much!

### **AP 4236 Military Credit: 2<sup>nd</sup> Reading – D. McClelland McClelland (pg. 26)**

KDD: C. Wells motioned, R. Diaz seconded, now we can discuss. D. McClelland: If you remember from the last time, we were just changing the number of this AP because next senate meeting I will be bringing you a new AP 4236 that has to do with advanced placement. Ed Policies is working on 4236. KDD: Any questions or comments? Call for the question? All agreed, the motion passes. Thank you everyone.

### **Program Evaluation Task Force: Horticulture 2<sup>nd</sup> Reading – Task Force Members (pgs. 27-31)**

KDD: You heard about the task force that convened last time about the Horticulture program. There is nothing new there. We wanted to put it in the packet so you have it handy. We have learned since the last meeting that 184 students have taken classes in Horticulture in the last two years. That tells you how many students might be affected because of this change. Let me stop right here. Do I have a motion to endorse the recommendation of the Horticulture Task Force? L. Kjeseth motioned, J. Casper seconded. You can see some familiar names here on the Task Force. The AP dictates



which constituent groups need to be represented. We shared data last time on our current program. Here is more information about local programs. Irene spoke to us last time about the labor market. Most of the professions that require Horticulture, just require a high school diploma. There is a teach-out plan that Dr. Grant has developed for us to help transition the students. There are five area colleges providing similar programs. Amy, do you have anything you want to add? A. Grant: I contacted all of these programs, and they are sending me information so that we can send it out to all 184 students. Any new students who enroll will also get the information so we will be upfront about the three year teach-out plan. Then they will know what classes to expect and when they expect to finish so they can get their certificate.

C. Wells: I assume that they are local colleges? A. Grant: LA Pierce is one that has one full timer (Long Beach City, UCLA, Orange Coast, Mt. Sac, Saddleback are others). KDD: Thank you for adding the other dimension of being sure that incoming students know what is happening with the program. We talked last time about how our counselors will help students transition to another institution. Any other questions? Dr. Shankweiler: I think Amy has a good plan to help the students instead of stringing them along. KDD: This will go to Dr. Maloney and then the Board of Trustees. KDD: Is there anything else that needs to happen before we inactivate a program? P. Marcoux: There is a policy and procedure about inactivating. KDD: I don't believe it says any further steps beyond the "Task force will forward its report to the President who will review the report and make the final recommendation to the BOT." J. Young: The curriculum needs to be inactivated once this is done. KDD: We will need to discontinue the program and inactivate the curriculum. Pete: This is the first time we are doing this. Dr. Shankweiler: Culinary Arts 20 years ago. P. Marcoux: But there was no process in place. KDD: Any last comments? Let's take a vote, all those in favor of endorsing the Program Evaluation Task Force on horticulture program. Which is unanimous to discontinue the horticulture program. All were in favor, one Abstention: R. McMillin.

## **F. NEW BUSINESS**

### **Training and Certification for Canvas: 1<sup>st</sup> Reading – Renee Galbavy (pg. 32)**

KDD: Remember, Renee Galbavy is the Distance Education Liaison, and she is working tirelessly on our behalf to keep the flow of communication between the DEAC and the Senate. Thanks to Renee for being here. R. Galbavy: As you all know we are officially ending our days of etudes this semester. At the end of the semester, we will be transitioning over to Canvas. The school wants to increase the online classes. We have a need to train new teachers as well to increase the online classes that we have. We are re-envisioning the training process. Part of this is to pull the Canvas training out of Professional Development and move it into Distance Education. DE would ultimately be in control of all of the teacher training. We need an approval for the model that we want to incorporate into training. I want to review this and you can give me some feedback. Right now our certification process is a little confusing (much laughter). Our hope to have all of this gone and you will be going to a centralized Distance Education site that has the trainings. The current matrix gets really muddled, and we don't have Etudes anymore. Right now it is complex and all over the place. Let me bring you back to the model we are proposing. Basically the idea is to make Canvas trainings very simplistic. You will go to the Distance Ed Trainings site and you will see something methodical. This is an outline of what will ultimately be posted on the DE site. This is a model proposal. The first part is Canvas trainings. We have proposed two different types. This is for people who have face-to-face classes who want an enhanced understanding and how to utilize Canvas for their face-to-face classes. We are going to have a Canvas basic, a very quick and dirty overview of Canvas vs. a larger introductory to Canvas course which will be entirely online. This will be self-paced. Over here, we haven't yet determined exactly what we are going to do. It will be in-house trainings vs. @One trainings and we are still working on it. We need approval of the model before we go forward. On the second page, this will be for the online training course. This will be the required course for people who will teach online. Eventually, every course will be integrated to Canvas. This will be the required course for people who want to teach online. That will be, we hope, an 8-week training. You will have the Canvas integrated with the pedagogical components of online instruction. We are still figuring out the trainings. If you already have a background in Canvas, or if you have already been teaching online, you can apply for the online training. So there is a basic overview for you guys. Any questions? Pete or Mary do you have anything to add? P. Marcoux: Summer classes will all have Canvas shells. Gema Perrez sent out an email last week, everything is working. R. Galbavy: Any comments or suggestions? S. Allen: In the description for the first set of trainings for F2F, it might be helpful if we put something small to highlight it because I think there will be a lot who have no desire to teach online but they want to know how to use it for their F2F classes. P. Marcoux: I was speaking with Art the other day, and he says we will eventually submit our grades through Canvas. Even if you don't use Canvas you'll have to learn the Gradebook feature. R. Galbavy: Everyone will automatically have a shell. K. Hull: I asked Gema if I could get a Canvas shell to organize

affairs in my department. Is that possible? P. Marcoux: No, they want us to use Office 365 Teams. That will be more appropriate. We will see this more and more because we are using this for accreditation. Dr. Shankweiler: Kurt, I actually took the Canvas training, with that exactly in mind, and Team Sites is easier to use. KDD: Will we have training in Team Sites? Some of us need a little hand-holding. P. Marcoux: We have been asking for it, yes. Everyone has access to Teams 365, students as well. If you have an ECC email address, and depending on what operating system you have on your computer. If you have Windows 10, it should download automatically. C. Brewer-Smith: How soon will the changes occur with the new trainings? R. Galbavy: I'm not sure, I don't have an answer. There are a number of variables in this. I can address this better in the future. KDD: Thank you, Renee. See you next meeting.

### **AP 7160 Professional Development: 1<sup>st</sup> Reading – D. McClelland McClelland (pgs. 33-35)**

KDD: Back to Darcie: D. McClelland: When you look at this, it looks like the entire document has been edited. In reality, a lot has just been changing the placement of different things. I will call your attention to a couple of things that are new that we put in. We needed to comply with Ed Code and clarify who was involved. Professional Development Advisory Committee is new and that is required by Ed Code. It's on page 33 in the middle. A lot has been moved to clarify. The Classified Professional Development Committee will help develop professional development for the classified staff. The Faculty Development Committee, which is a subcommittee of this body will help develop professional development for the faculty. We have gone through pretty rigorous consultation with this. We consulted HR and the FDC, and we reached out to the Federation for their comments. Ed Policies has commented on this. I reached out to the President of the Classified Union. Also the Council of Deans approved it. There are detailed comments in the right hand margin as to why each change was made. KDD: At the council of deans, on the top of page 34, Irene Graff asked us to be more intentional about how we were consulting about the professional development plan which was referenced earlier. We want to articulate the fact that it is going to be submitted to the Classified PDC, the Faculty PDC, and then it will be reviewed and endorsed before it is submitted or published. Just a nice way to tie up some loose ends. Any more comments or questions? You will see this again at the next meeting. We will let you know if there is some new information. Thanks, Darcie!

### **IEPI Institutional Innovation and Effectiveness Plan: 1<sup>st</sup> & 2<sup>nd</sup> Reading (pgs. 36-38)**

KDD: I know this is hard to read, so I made you a clean copy at your table. We may need to come back to this, we are ahead of schedule and I don't see Robin. Parliamentarian, do we need to do something here? P. Marcoux: We do need to have a motion since we are having the first and second reading. KDD: Should we do it now or wait for Robin? P. Marcoux: We'll wait. We'll go on to our Officer Reports.

## **C. OFFICER REPORTS**

### **a. President – Kristie Daniel-DiGregorio (pgs. 17-18)**

KDD: Thank you Seranda Bray for your leadership and doing all the detective work and making sure all the details are correct on the information sent to faculty, asking them to remind students to register. That has our excellent resources that went out to all faculty. Thank you for pulling that together so that we can be sure we are doing a really good job of broadcasting this information. Students and faculty are busy and it is easy to overlook some really important deadlines like registering for Summer and Fall. Help us continue to alert students to the fact that registration starts today for Summer and on the 29<sup>th</sup> for Fall. This is really helpful for those last minute questions about Ed Plans. We have drop-in hours for our counselors. Thank you Seranda, is there anything you would like to add? S. Bray: I know the RISE Center will have drop-in hours, there is drop-in counseling downstairs for quick questions. There are also major specific counselors. Students who are part of special programs can usually just go directly to those programs, KEAS, EOPS, FYE, Puente, and Project Success. P. Marcoux: Why don't we publish registration dates? R. Dreizler: We do know the first day of registration, just after that we aren't sure. I agree the first day should be shared prominently. We just had a discussion about that before I left the office. There was a note on the website last week that said "Register Now," and there were complaints that you can't register now. I looked this morning, and noticed that "Register Now," wasn't available. It is not going unnoticed. R. Cerofeci: Is there a call-in counseling now? D. Patel: If you go onto our website and type in virtual counseling, it will take you to the Distance Education page. You will see these business cards, and there are eight counselors who have done this training so far. It just requires a Chrome browser and video cam, then the

entire session is done through a computer or phone. You can see the counselor as well as their screen. We do have virtual counseling and we would like to expand it. It is a great option for our students who are taking online classes. We haven't expanded it everywhere, that information will be forthcoming. We will have a counselor in the Library (Learning Resource Center) room 245, on Wednesdays from 10:00 am – 2:00 pm until the end of the semester. That is for students who are on campus and have quick questions, and don't have time to make it all the way to the Student Services Bldg. ITEC is another place that has drop-in counseling. A. Josephides: I have a question. Students come to Reference Services not just for research, but for lots of questions for counseling. This is great and I was sharing with Mary that it would be great to put on our Google site. As you get information, please forward it to me or the librarians. J. Young: If they type in "Online Counseling", will they still get to the virtual site? D. Patel: I will check, I believe it's there. M. McMillan: If they get to the counseling page, it will cross-reference them.

L. Kjeseth: I have an ongoing concern about the first payment in general. I'm concerned about the one for the summer. If registration opens on the 15<sup>th</sup>, and not everyone is a priority registration, there isn't a full pay cycle before the deadline. A lot of people get paid every two weeks, and the deadline is on a Thursday when many get paid on Friday. I have had too many experiences with students that get dropped from all of their classes because the deadline was the day before they got paid. I have an issue with that at a community college. We know some of our students are barely getting by financially. I especially don't like that there isn't a single cycle; the June 23<sup>rd</sup> deadline for the Fall registration is at least a little more reasonable. I really wonder about that May 31<sup>st</sup> deadline, and that it doesn't cause unnecessary stress. R. Dreizler: I'm in the hot seat! Those dates have come from previous years. I will take those concerns to the next production calendar meeting. I'm not sure who made those final decisions in years past. I have my opinion, and it sways heavily towards what you are saying as far as when they should happen and how often they should happen and the effects on the students. We have seen often times, students who are on a waitlist. Who a few days prior, get put into a class and that affects whether or not they get dropped. They don't even know. The best we do is we are telling them to check registration daily. That is not good practice, these are things we are certainly going to take into consideration. Moving forward, feel free to share your concerns with me. You can send them by email and I'll be happy to address this in the future. KDD: Thanks everyone, let me finish the announcements and then we'll get back to Robin.

Thanks to our senior senators, they have been instrumental obviously throughout the year, but especially as we are recruiting for new senators. Thank you and also to the senator reporters, some of whom are doing double duty. We really appreciate it. Thank you John Baranski, I thought your approach was a really good one. Instead of reporting what happened after the meeting, with my announcement about the upcoming meeting, you sent it onto the division sort of saying "Here's what's coming up at the next meeting." The reporting doesn't have to happen after the fact -- and that came from a historian. Thank you!!

Two reminders, our June 5<sup>th</sup> meeting is confirmed. Also starting in July, we'll have 12 pay periods for full time faculty. Your contract maybe you have signed it and sent it back to Human Resources, but it noted in there that you are going to have 12 payments starting July.

R. McMillin: I want to personally invite you to the El Camino Art Department "Open House." This Friday from 5-8 pm. It has the student show and if you looked and said, "What?????" You are the exact person we want to come because you have a curious mind. Actually, we are having the best student show we have had since they got rid of repeatability. We are really proud of what's happening this semester. If you have friends or relatives that you want to invite, here is a map, your people can find their way to the Art Department. Here is a listing of all the different events and every single room in our department from the basement through the second floor will be decorated with student works. Everyone will demonstrate what is going on. At 6 and 7 we will be doing bronze-pouring demonstrations. If you think what is going on in Hawaii is interesting, come see students pretending they are Gods. Free food and beverages, so it is a cheap date and you can be very culturally aware. Hope to see some of you and your colleagues at the opening. KDD: Bravo and thank you for all of your hard work. This would be a good opportunity if you are interested in taking an Art class and are wondering what they do in there. R. McMillin: We actually get between 1,500 and 2,000 people from the community coming to see what is going on. It is a great event all the way around! For the department and the campus overall.

KDD: Our VP from ASO, Bryant Odega had options. He chose UCLA, so congratulations! We are really proud of him.

KDD: Now we need a motion and I explained to you in the email you received the e-board took an emergency vote to have a 1<sup>st</sup> and 2<sup>nd</sup> reading of this plan at today's meeting. We want to be prompt in getting back to the IEPI so we don't jeopardize the \$200,000 that we have access to by submitting this plan. Robin will bring us back a later draft at the June 5<sup>th</sup> meeting, but this is all happening really quickly so if I can have a motion to endorse the executive boards vote to have a 1<sup>st</sup> and 2<sup>nd</sup> reading of this plan at today's meeting, I would appreciate it. C. Wells motioned, S. Bray seconded. All were in favor.

### **IEPI Institutional Innovation and Effectiveness Plan: 1<sup>st</sup> & 2<sup>nd</sup> Reading (pgs. 36-38)**

KDD: I am turning things over to Robin. I want to remind you that he came to our very first meeting this semester to tell us a little about this process. The college, under Dr. Maloney's leadership, asked the IEPI to consult with us on strategic enrollment management. The way that this works is that you have some outside consultants that are not professional consultants, they are colleagues from other institutions who come in and learn more about us and then make some recommendations. You can see our topics here had to do with a variety of areas related to Strategic Enrollment Management. They have had three visits and the Senate was there, the Federation, Student Government, relevant campus committees, and many of you who are in the room were there for some of the discussions. So the outcome is that we are going to have a plan for the innovations for effectiveness we want to implement and as a result we can look forward to having \$200,000 to help us implement those. We have some senators who have served on IEPI teams; C. Wells, C. Gold, and L. Kjeseth. If I can have a motion to approve our IEPI plan, I would appreciate it. C. Smith motioned, L. Kjeseth seconded. Now we can discuss. Robin, would you like to talk us through the packet?

R. Dreizler: You just took 80% of my presentation. I understand we have limited time, so that is good. There have been two visits so far officially, a 3<sup>rd</sup> will occur late Fall, possibly early November. Basically, the 3<sup>rd</sup> visit happens after we get the seed money, the check, to start the process with our plan, and then we do an evaluation or progress report at that point. That occurs three months into a major term. Three months into that, we will see where we are at with regards to that. The previous slide that was up explained the initial areas of focus that we started with. In the first meeting there was a lot of discovery. From that first meeting we got a series of areas to consider and a menu of options. From that menu, we narrowed it down to three areas: Retention of students; Technology as it relates to data, analytics and schedule building; and Technology, Capacities, Standards and Planning which are basically in the Institutional Innovation and Effectiveness Plan that you have here. The IEPI's IIEP (lots of laughter), is where we are at now. That is how we came to be where we are with this. The areas of focus we have narrowed it down from six or seven initially, to these three. This was part of the discussion from the 2<sup>nd</sup> visit on April 24<sup>th</sup>. There are lots of notes and lots of discussion. Through that we create this, the objectives, the responsible persons and so on which then leads to the last page. The actual request for IEPI Resources to support the IIEP. At this point, we'll just call it "THE PLAN." Did everyone read this? KDD: They were given the opportunity.

R. Dreizler: I welcome Ross Miyashiro to jump in if need be if he has any comments. Of course, those who participated on resource teams, I welcome their input as well. What would you like to know? KDD: A lot is technology. R. Dreizler: The Reader's Digest condensed version. There is lots of technology, but looking at a couple of items with retention we felt there were direct correlations between keeping students here and their ability to actually get into classes, what a novel concept! The Reader's Digest condensed version was there were a lot of opportunities out there with regard to technology that would help us in all these areas. Schedule building was one of them in particular. Right now and through the discussions that we had and the visits, there was a lot of talk about how schedules are currently built. And it was historical reference to what we did in previous semesters rather than tracking where students are being advised to get into and using that within divisions to say, "I know how many students will be advised to take certain level courses." So we could look ahead with the planning and schedule building rather than looking at historically what we've done, rolling it over and keeping our fingers crossed that it meets the needs of students. That one was a big one in particular. That will take quite a bit of adjustments to how we do things. Technology will certainly help us. That was a big ticket item that I felt came out of the meetings. Some of these we are already implementing on a smaller scale, but we would like to grow these programs. But it does take some funding. Ross, did you want to add anything? R. Miyashiro: There are only three items. The first is so you can build a class schedule in a more efficient manner. The second is to get more students to come to El Camino so we are on target to reach 20,000 FTES by 2020. We will probably use this funding for software that we've been exploring to hook us into an already large network of potential students. Then the third one, since the college had set up Colleague, the transfer equivalency tables were never populated. Because those were never populated,

you can't implement a degree audit or any other software that would make evaluation more efficient. We are starting at square one, and setting up these tables correctly and slowly. It is going to take at least a year and that money is for back-fill. We will have to release staff to work on these tables. As many have commented, there probably isn't enough money. But we'll try to find money elsewhere.

R. Dreizler: This is a reminder, we will get the draft back to the leader of the resource team who is Dr. Bill Scroggins, President and Superintendent at Mt. Sac and Dr. Matt Lee, Special Projects Director for IEPI. They will get that soon, hopefully. Make any changes, edits or revisions that are recommendations and they will get that back to us. We want to get that with our fine tuning back to this body by June 5<sup>th</sup>. The final draft before it goes forward will be presented here.

C. Wells: It is important to keep in mind that these IEPI recommendations are something that is created by El Camino. It wasn't imposed upon us, it was what we want to do. R. Dreizler: I think the visiting team did a good job making sure that while they gave us some opportunities for us to see some best practices, it really came down to who we are, what we need and where we can go from here. I applaud the visiting team for keeping us on track.

A. Ahmadpour: In regard to the issue of retention, do you have any ideas of educating the campus or the students in regards to political, social or institutional issues? There are certain groups of people who don't have the same opportunities. A portion of this budget should be to educate them, or bring speakers. R. Dreizler: Absolutely, we have had a number of discussions of what we would call "in-reach."

So within different cohorts, communities, FYE, EOPS, they are already having some of these discussions. Word spread pretty quickly about the accessibility and ease of use of the schedule developer for example. These are things that ultimately help the students get their schedule in advance and help them plan. R. Miyashiro: In higher education, this isn't that big of a funding budget. P. Marcoux: Is this one-time money? R. Dreizler: Yes. R. Miyashiro: That is what we see these days. S. Donnell: Is this how we are planning on having a continuing process? Will we have these funds beyond the one time? R. Dreizler: My understanding is a lot of the funding is for one-time purchases. And it is also mentioned here, the release time to implement it or set it up. Going forward, that is not the intent. R. Miyashiro: We carefully pick these projects to be one-time because we know they are not sustainable if we hire a position or do something that is five years out. We don't want it to last the one year and disappear. Strategically, we look at initiatives that will make a huge impact for our students. We have other funds that are ongoing that we'll do other projects with. This is kind of an isolation. It is like the old saying, "including but not limited to."

C. Wells: This goes well with the Chancellor's vision and what's happening with Guided Pathways and some of those things. It is incorporated with other things we are doing on the website. KDD: All those in favor of endorsing this plan? The motion carries. We do not take lightly the idea of racing through a first and second reading all in one meeting. Thank you for your understanding. P. Marcoux: The Academic Technology Committee is going to be integral in this.

**b. VP – Compton Education Center – Paul Flor**

We don't have a report this time from Compton.

**c. Chair – Curriculum – Janet Young (pg. 19)**

We have been working very hard and we are getting very skilled at reviewing curriculum. We have two more meetings and you are all invited on May 22 and June 5. At our next meeting I will have a full report of what we have accomplished this semester on a snazzy slide.

**d. VP – Educational Policies –D. McClelland (pg. 20)**

It is pretty evident that our committee has also been working very hard. We have minutes from our April 24 meeting on page 20. I want to make a quick announcement to remind you. I made the same announcement at our last meeting. If you are a senator from HSA, Business, Humanities, Math or Fine Arts, we really need a rep from your division to sit on our Ed Policies Committee. We have been looking at a lot of Ed Policies this semester and we will be looking at more starting in the Fall. If you could get me a rep from your division, then your voice will be heard. C. McFaul: When do you meet? D. McClelland: We meet on the Tuesdays when we don't have Senate, the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 1-2 pm.

**e. VP – Faculty Development – S. Allen**

I have three quick announcements. This Thursday is our last “Informed & Inspired” of the year, so I hope that you will join us. This is a student-led dialogue representing Latino/Latina/Latinx identities. If you are short on flex credit, please join us. Today is the deadline for entering any Individual Project Proposals in the PD Reporter. If you plan an attending any of the events that are already in PD Reporter, today is the day to go in and register. All flex credit should be earned before June 30<sup>th</sup>. My 3<sup>rd</sup> announcement I made this last week. The Call for Proposals for breakout sessions was sent out last week. If you have an idea for a great breakout session centered around our theme, “Culturally Responsive Teaching and Learning,” please submit a proposal by Thursday, May 24<sup>th</sup>.

#### **f. VP – Finance – J. Troesh**

At our last meeting, most of it was centered around the same funding formula, we got new information, but no actual information. Instead of bombarding you with all the random stuff, and I will let you know when we find something out. C. Wells: Josh, have you seen the scenarios that have played out and how it affects us? J. Troesh: Yes, that is actually one of the things that came up with the scenarios that have been distributed. The consensus is these people are creating scenarios having absolutely no facts or information. There is no way to actually know. It is like saying, “What is the stock market going to look like at the end of the year?” People are guessing from pieces of information and there is no data of what the numbers are actually going to look like. The scenarios at best are unreliable, and at worst designed to push a political agenda to one side or the other. C. Wells: I agree with your interpretation!

#### **g. VP – Academic Technology – Pete Marcoux**

We have a College Technology Committee today at 2 pm. We are also going to look at demos for some new software. We are also going to look at some AP’s regarding network policy, pretty boring, dry stuff. We will send a link to it I think, rather than in the packet for the next meeting. It is nothing we vote on, it is just for informational purposes. At 3:00, we have a “Where is the Academic Technology Committee meeting going?” I will share more about that at our next meeting.

I am going to use this time to announce a colleague in English, Adrienne Sharp has published her 5<sup>th</sup> novel. *The Magnificent Esme Wells*, described as a “deeply felt and historically detailed novel of family, loss and love, told by an irrepressible young girl, the daughter of a two-bit gangster and a movie showgirl growing up in the golden-age of Los Angeles, Las Vegas and the Jewish mafia in the 30’s and 40’s.” Publishing one book is difficult enough, she is working on her 5<sup>th</sup>! It’s a good read, I have already started it and am about ¼ way through. As I’m reading, I’m visualizing “movie.” If you are searching for a “beach read”, I highly recommend it!!

#### **h. VP – Instructional Effectiveness/ALC&SLOs Update – R. Serr**

Just a couple of reminders. Program Review is due when we start in the fall. A lot of people have been contacting us saying they are behind, what should they do? Just contact me. Don’t forget SLO assessments are due right now. There is a workshop on the 4<sup>th</sup> at 2:30. Anybody want to bring their data to the workshop, we’ll get it in and you’ll be done! Don’t forget your assessments and Program Review. If you need help contact your facilitator in your area.

### **D. SPECIAL COMMITTEE REPORTS**

#### **Dr. J. Shankweiler - VP of Academic Affairs**

There is a lot going on and I’ll be really fast. I only have just a couple of things. Right now, I am in hiring heaven. We are hiring new faculty members and that is great because we are making progress. The announcement for the Guided Pathways Coordinator is out. I’m not sure when it closes, but I strongly encourage anybody who is interested to apply. It says 100% leave, but if we need to work something out and make it lower, that is fine. I know a lot of people don’t like to leave the classroom completely, and it is a short period of time. It is not like a program that is ongoing forever. It will be helping to implement what we’ve planned for this year for the next 2-3 years. So I am hoping we find some good people interested in that.

The last thing is I really wanted to push an announcement that went out yesterday or today about a workshop from Liebert, Cassidy, and Whitmore. Jayne Miyashiro, the HR VP and I contacted LC&W because we have had a number of students complain that they have accommodations for their disability through the SRC, but instructors are not wanting to give those accommodations. There seems to be confusion about what accommodations are, what is required, what is reasonable, and do you have to do it. LCW is a well-respected law firm that deals with education. Laura is an expert with accommodations for students with special needs or disabilities. You get flex credit, it is during the faculty hour from 1-2 and I think it is June 2. I strongly encourage people to participate. We are talking about making training some part of onboarding as we hire new people. We are required to provide these and students deserve it. It is an equity issue and I want everyone to be clear what is required of you in your classroom. S. DiFiori: Is there any way to find out if a student is registered in the SRC? Outside of the student telling me? Dr. Shankweiler: No, they have a right to privacy. They may not want you to know. S. Di Fiori: What if they complain? Dr. Shankweiler: They can't complain, unless they brought you the accommodation paperwork and you didn't haven't done it. J. Troesh: Is it possible to make this part of flex day? Dr. Shankweiler: It is also going to be part of flex day. She is coming twice. There have been about four complaints this semester, and one was a serious complaint. J. Troesh: I would imagine the people who would go to this would probably not be the people who would refuse the students. Dr. Shankweiler: She is going to do a 1 hour this time. She is going to do a longer workshop in the afternoon on flex day in the Fall. I think it will be a 3-hour interactive one. KDD: Jean, the ADA statement that we put on our syllabi, that is required, correct? Dr. Shankweiler: I don't think it is required, it is highly recommended. KDD: We will send our syllabus statement and newsletter out. We will make sure to add that one on there. C. Smith: It is in the catalog, right? Dr. Shankweiler: Yes, the ADA statement is. C. Smith: That would cover us if it isn't in our syllabus. KDD: The nice thing about the statement is that it explains the process. So if a student has a disability you have to self-advocate. P. Marcoux: Those videos we did on implicit bias were decent. They had the information you needed. Dr. Shankweiler: Gary Greco is working on something like that which will be part of the on-boarding. But we can't wait for that.

### **R. Miyashiro – VP of Student Services**

Had a conflict and had to leave early.

### **G. INFORMATION ITEMS –DISCUSSION**

None

### **H. FUTURE AGENDA ITEMS**

Noncredit Courses  
Zero Cost and Low Cost Textbooks

### **I. PUBLIC COMMENT**

C. Smith: The Fashion Department is having a Fashion/Hair Show. Please join us on May 29<sup>th</sup>. It will be in the East Dining Room above the Bookstore. The show starts at 7:00 pm and you will see fashion and hair from ITECH. Please come and join us and encourage your students to attend.

Myriad is having their annual reading on May 31<sup>st</sup> in this room from 1-2:00 pm. Myriad is El Camino's Literary Magazine. We are publishing 54 students, poems, short stories, or art work. We hand out over 1,000 free copies to the campus a year. We work with the Graphic Art program, the students design the magazine. We had over 250 submissions this year.

### **J. ADJOURN**

The meeting adjourned at 1:54 pm  
TG/ECC Spring 18



## Academic Senate of El Camino College 2017-18

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

Office location: Schaurman Library, Room 273

### President's Report

June 5, 2018

There's a lot happening on our campus and with the Senate this semester. Given the number of important business that comes before the Senate, there isn't always time to share news and updates in our meetings. Please see below for information which may be of interest.

#### **Congratulations:**

- Interim Dean Debra Breckheimer, on her selection as Dean, Humanities.
- Dr. Cynthia Mosqueda, Distinguished Faculty of the Year. A frequent contributor to Senate for her work supporting our undocumented students, Dr. Mosqueda is very deserving!
- Dreamer's Task Force (Chair, Dr. Dipte Patel) for being invited to submit Catalyst Grant Application.
- Former Senator, Professor Adrienne Sharp, who has recently published her fifth book, *The Magnificent Esme Wells*, "a deeply felt and historically detailed novel of family, loss, and love, told by an irrepressible young girl—the daughter of a two-bit gangster and a movie showgirl—growing up in golden-age Hollywood and Las Vegas in its early days."

#### **Board of Trustees:**

- Meeting agendas can be found at
  - <https://www.boarddocs.com/ca/ecccd/Board.nsf/vpublic?open>
- Meetings include informational presentations:
  - Citizens Bond Oversight Committee
  - [http://www.elcamino.edu/administration/bond/docs/2018/CBOC Annual Report 2016-17.pdf](http://www.elcamino.edu/administration/bond/docs/2018/CBOC%20Annual%20Report%202016-17.pdf)
  - South Bay Promise Initiative
  - [https://www.boarddocs.com/ca/ecccd/Board.nsf/files/AYZ5JE6E79A0/\\$file/SBP %20Updates%20for%20BOARD%20MTG%20on%205.21.18%20v.3.pdf](https://www.boarddocs.com/ca/ecccd/Board.nsf/files/AYZ5JE6E79A0/$file/SBP%20Updates%20for%20BOARD%20MTG%20on%205.21.18%20v.3.pdf)
- Pacific Dining Food Services Management selected to be the new food services vendor for ECC. Thank you to faculty who served on the food service committee: Randall Firestone, Analu Josephides
- ASO: Approved fee increase from \$10 to \$15.

#### **Council of Deans:**

- Articulation Updates: Courses approved for CSU GE or IGETC approval will now go into effect fall of the following academic year (e.g., approval is in April '19 then changes will be effective Fall '19).
- Facilities: External consultants checked light fixtures and found 80 were inoperable; 32



have been replaced. Facilities is reviewing uneven surfaces on campus and grinding down lifted concrete for safer pathways.

- Marketing and Communications: A campaign is underway to improve signage for campus.
- Bookstore: Publishing houses offering unique models (subscriptions, rentals only, materials fees model). Instructors are advised that these models are in the beginning stages and may be misleading.
- ECC Connect: Needs faculty champions to mentor colleagues in implementing this tool.
- Employee Climate Survey: 40% response rate, higher than usual. Thanks to everyone who participated!

**Thank you:**

- To faculty who agree to serve on campus committees.
- Kevin Degnan, Brett Isaacs, and Bruce Peppard for offering to serve on an Grade Appeals Panel.
- David Shever (BSS) and Ed Matykiewicz (I & T) for serving on Dual Enrollment Advisory Committee.



# El Camino College

**College Council Minutes**  
**Monday, May 7, 2018**  
**1:30- 2:30pm - Library 202**

## **DRAFT**

### **Members Present:**

Chris Jeffries, Chris Halligan, Rose Mahowald, Irene Graff, Tiffany Ushijima, Dena Maloney, David McPatchell, Ann O'Brien, Jean Shankweiler, Jane Miyashiro, Ross Miyashiro

Absent: Kristie Daniel-DiGregorio, Debbie Turano, Erika Solorzano, Brian Fahnestock

### **Agenda:**

1. Approval of Minutes - Minutes for April 16, 2018 emailed to members and hard copies available at this meeting. Minutes are approved.
2. ASO Proposal - Fee Increase
  - Tiffany Ushijima and Greg Toya presented a proposal on a \$5 fee increase for ASO/ASB student fees. (PowerPoint presentation with notes and handouts are attached)
  - The primary concern is the timing of the implementation of the fee increase. ITS needs to know **today** if the fee is approved to publish the schedule of classes for the Fall term.
  - Increased fees to ASO could possibly replace the function of allocating funds to different programs currently performed by ASB.
  - The increase was approved last Thursday, May 3, by ASO Finance, ASB, ICC, ASO Cabinet and ASO Senate. The proposal was brought to Executive Cabinet and College Council today, May 7.
  - The change in the original timeline was due to the ITS deadline to publish the new fee in the schedule of classes. Discussions with College Council and Executive Cabinet were supposed to take place prior to the final ASO Senate approval. Final approval originally scheduled to take place May 31<sup>st</sup>.
  - Board approval is not required to raise ASO fees.
  - When Executive Cabinet received the presentation, there were two areas of concern: 1) has there been enough communication with the student body at large about this change and 2) given where we are with the partnership with Compton, might it be better to wait a year (2019-20). Compton ASO fees are \$10. It may create confusion at the very least. It is confirmed that Datatel/Colleague will allow programming the different fees by location code. It still may create confusion that could be avoided.
  - Greg Toya reminds Council that student can OPT OUT of the fees.
  - In general the fees are generally promoted to new students and not the students who are moving on or have opted out. To that note, ASO pamphlets need to be updated with how the fees are used. New marketing will be effective with explaining how the increased fees will be utilized. Historically, ASO has a strong presence in front of the cashiers during enrollment, encouraging students to opt to pay the ASO fee.
  - Dr. Maloney confirmed that Compton will not be affected by the increase at ECC or pay twice.
  - Since the vote to increase fees has been made, feedback from the College Council and Executive Cabinet is really good feedback to consider if ASO wants to amend the vote.

### 3. Update on the Planning Summit/Strategic Planning Committee Planning

Irene Graff provided an overview of the Planning Summit.

- 72 attended. Very good turnout.
- This year's Planning Summit was more interactive than two years ago. Instead of report outs at the summit, we now have the Town Hall to disseminate information.
- The summit included table discussion on the results of the community survey. Information from the Bridging study is being compiled and themes are being identified for the Strategic Planning Committee Friday, May 11.
- Fun icebreaker, fun photoshoot, t-shirts and great food provided for a great summit.

#### Other Comments

- The presentation on the Bridging study was really interesting - very good data
- The survey results indicate those who know us love us. But, there are a lot of people who don't know us.
- Irene pointed out that rather than a student panel this year the students participated in the table discussions in a more intimate forum.
  - o Tiffany expressed that the students attending the Summit preferred participating at the table discussions versus sitting as a panel. It was more interactive and more enjoyable. Students felt they were really heard at the intimate table discussions.
  - o Close to 20 students participated.
  - o Jane felt the diversity of students was noteworthy- some fresh out of high school, reverse transfer students from four-year institutions, or entering ECC after a few years from high school. Kudos to whoever selected the student group. So inspiring!
  - o Irene explained that in past summits, student ambassadors served on the panel. This year they had students from EOPS, Leadership Institute as well as Student ambassadors. She would like to include more students next year - minimum of two students per table.

### 4. Evaluation of Governance Structure and Processes

- Dr. Maloney reiterated the timeline for the *Making Decision Guide* is from 2015-2020. Now, in 2018, it is time to think about evaluating our governance structure from a higher level. We need to evaluate if we want to make changes while we still have time prior to publishing the next guide.
- Irene and Ross provided background. The need for the evaluations of our processes stem s from the accreditation process but, we should evaluate our processes more regularly. The first Making Decisions guide was a great launching point. Governance structure should be reviewed every couple of years. Department reviews should be done annually-to follow up on objectives and goals, discuss the flow and effectiveness of processes and create continual improvement.
- Dr. Maloney wants to evaluate how the committees working together to provide her recommendation to the Superintendent/President? She would like to see an integrated structure that has re commendations flow up. How do we build connections between committees? Do we need to refine or create new processes for our structure? We will not know until an evaluation is conducted of how others feel about it too.
- Efforts have been made to make Program Review and Planning link up. How does that work together with a go vernance structure? A visual representation - flow chart, could be helpful. It is a worthy goal to try to conceptualize. It is perfect timing for such a project as we approach Accreditation Self-evaluation Process. It shows we are paying attention and care about these issues.
- Handout - Irene explains the timeline. No questions or comments on the timeline. We will move forward with the timeline.

## 5. IEPI Plan

- Dr. Maloney provided an overview of IEPI initiative.
  - o IEPI is funded by the Chancellor's Office.
  - o Teams of experts from other colleges come to visit the institution upon request to help with a particular issue.
  - o In going through the process a plan is developed.
  - o If the plan is approved, the institution receives \$200,000 to implement the plan.
  - o We put together a request with the Academic Senate for an IEPI team to help us with strategic enrollment management.
  - o A team was formed, led by Bill Scroggins, CEO at Mt. SAC.
    - The team was very focused on the issue of technology as a solution for our strategic enrollment management and how it could be used for strategy
      - Predict class size
      - Create class schedule
      - Evaluate and guide students with their Ed Plan
      - Degree audit capabilities
    - The handout provides the allocation of the \$200,000 if awarded
  - o Need to take the plan to Academic Senate. We have limited time as they want to allocate funding by the end of the year.
- Transfer Equivalency table is the precursor to everything else. Once that table is set up a lot will become available.
- We have gone through a process this semester of looking at Catalogue and Curriculum tools but the product we like does not include a Class Scheduling function. That is a gap. It is important. We need all three. This plan potentially provides a way to fund that.

## 6. Climate Survey Update/Reminder

Irene Graff

- Climate survey is officially closed. It will be open to employees for the next few days. We will be compiling the data in the next weeks. This was completely online. Thank you to everyone who promoted the survey. 610 employees completed the survey that is about 40%. The survey was conducted on Qualtrix our new secure survey platform. Qualtrix will submit unfinished surveys! Faculty still able to complete survey until Monday.
- A lottery drawing for 11 prizes reserved parking passes, limited edition ECC pride gear, lunch with President Maloney or President Maloney will visit your classroom. 1334 students completed the survey online plus 500 paper surveys. Compton is pending. That survey is still open.

## 7. Adjournment

All

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

D. Maloney

Reminder only

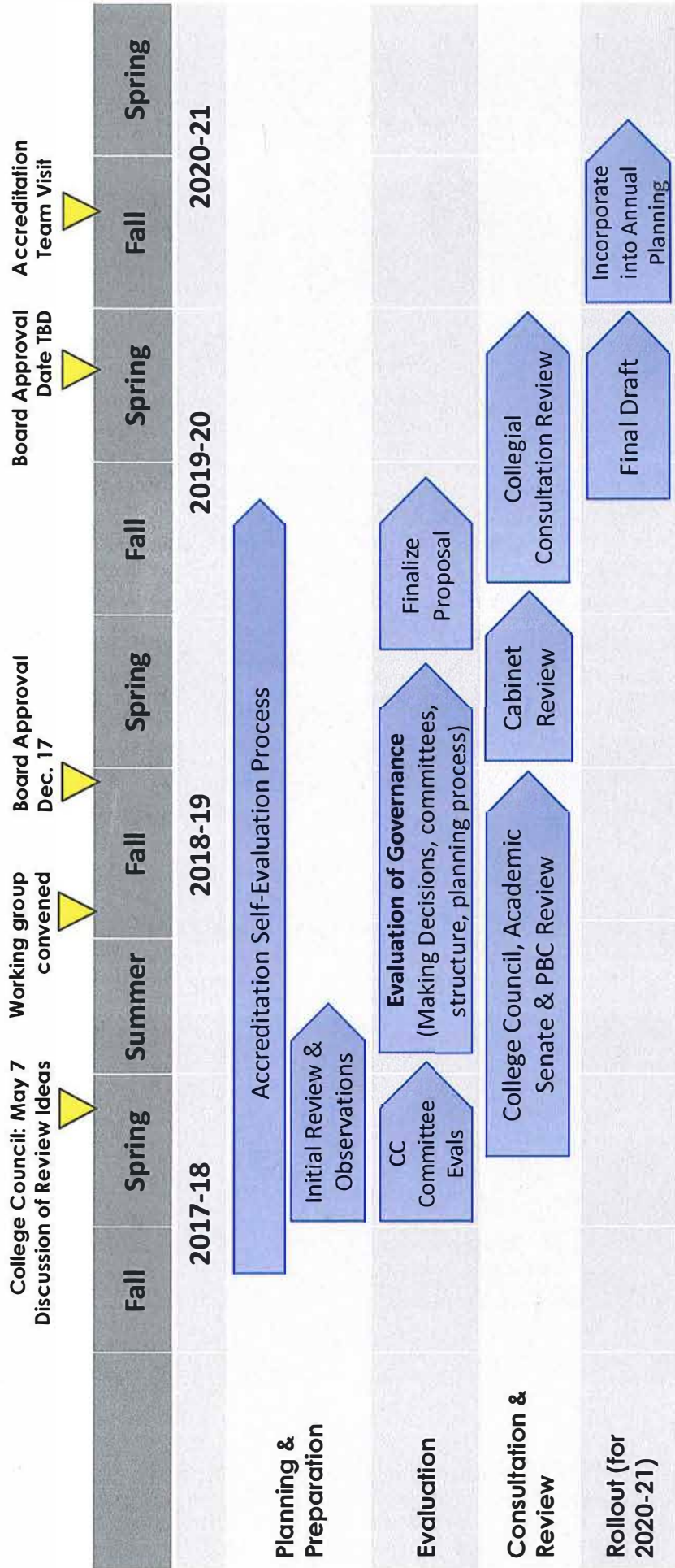
- a. Monday, May 21, 2018: (Board Day) ***PLUS Status a/ Board Policies Report & Accreditation Update; Review of Goals***
- b. Monday, June 4, 2018: ***Compton Transition Planning Update, 2018-19 Tentative Budget, AB19 College Promise Funding***
- c. Monday, June 18, 2018: (Board Day) ***Collegial Consultation Survey, College Scorecard Review***

Collegial Council review, student success matrix

**2017/18 College Council Goals**

- 1) Conduct an annual evaluation of college-wide progress on Strategic Initiative C.
- 2) Implement the timeline for the development and completion of legally required policies.
- 3) Participate in regular updates regarding El Camino College and Compton College transition planning.
- 4) Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College.
- 5) Review and share data received as part of the community and college perceptions study, which will inform the development of the next Strategic Plan .
- 6) Review and endorse college-wide plans such as the Guided Pathways Plan, the Integration Plan for BSI/SSSP/SEP, Enrollment Management Plan, and other plans.

# Governance Process Review: Timeline



## Faculty Development Committee Meeting

Minutes for Tuesday, May 8, 2018

Teaching and Learning Center (TLC), 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.*

<b>Name</b>	<b>Abbreviation</b>	<b>Division</b>
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Alireza Ahmadpour (Absent)	(AA)	Fine Arts
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Present)	(AB)	Counseling
Briita Halonen (Excused)	(BH)	Humanities
Analou Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
David McPatchell (Present)	(DM)	Compton College
Sumino Otsuji (Excused)	(SO)	Humanities
Polly Parks (Present)	(PP)	Natural Sciences
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Excused)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Present)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation

\*Committee Chair

**Fall 2017 Meetings:** September 12 & 26, October 10 & 24, November 14 & 28, December 12 (if needed)

**Spring 2018 Meetings:** February 27, March 13 & 27, April 24, May 8 & 22 (if needed)

### **Flex Matrix Revisions**

(SA) reported that the Senate approved the revised flex matrix on May 1, 2018. The Flex Subcommittee will now work to revise the flex FAQs and develop an appeals process for flex requests that are denied.

### **Technology Needs**

Pete Marcoux (PM) attended the FDC meeting to discuss technology changes taking place at ECC and the need for faculty training, especially for use of Office 365. In addition to new curriculum software and new hiring software (Silk Road), other software will include Qualtrics which will replace Survey Monkey and Form Stack which will allow us to replace paper forms with digital versions. (LMT) noted that faculty often prefer learning from their peers and suggested that some of the training be led by faculty who have expertise in using these new programs. (PM) noted that faculty would need to earn flex or compensation to conduct the training, noting he was paid to teach Google classes with funding from the Basic Skills Initiative.

### **Informed and Inspired: Lunchtime Faculty Development Series**

(SA) reported that the April session, "Women of Color" on April 26<sup>th</sup>, was very successful. The panel included four students: Minami Gessel, Jennifer Garcia, Marilyn Valdez, and Val Roque and was moderated by Andrew Leon. Faculty voiced a great deal of appreciation for the opportunity to hear about the lives and challenges of our students as they work hard to balance family, work, and school demands.

The last Informed & Inspired session, "Latino/a/x Dialogue" will take place on May 17<sup>th</sup>, 1:00-1:150 in the TLC.

(MS) noted that faculty must submit all flex requests in PD Reporter by May 15<sup>th</sup>.

### **Faculty Book Club (FBC)**

(SA) reported that due to demanding fall schedules and teaching commitments at other colleges, long-time co-facilitators of the FBC, Sumino Otsuji and Sue Ellen Warren, will be stepping down at the end of this semester. Polly Parks has volunteered to facilitate in the fall. (SA) is helping to recruit a co-facilitator. (PP) is interested in using *Teaching Men of Color in the Community College*, by J. Luke Wood and Frank Harris III (\$20 – Amazon.com) for the fall book, noting that faculty appreciate learning practical information that can easily be implemented into classroom instruction. In addition, (PP) notes there is a lot of scientific research discussed in the text which will also be useful for faculty. (EU) wondered if the research can be applied to other student populations served at El Camino. (PP) noted that Wood and Harris assert that when we are supporting the most disadvantaged students, we are supporting everyone. (EU) echoed (PP) in noting that faculty want concrete strategies that can easily be implemented across disciplines. The FDC voted to adopt this book for the fall and (LMT) noted that funding will be available to purchase the books.

(PM) announced that *The Magnificent Esme Wells* was written and recently published by our very own English professor, Adrienne Sharp, who has written several books. The FDC discussed the need to showcase faculty accomplishments including the publication of books and journal articles and suggested an end-of-year symposium honoring faculty publications, perhaps sponsored by the VPAA. (DM) noted that Compton has a series of brown bags to highlight faculty accomplishments. (SA) recalled that last year, Dr. Shankweiler sent a newsletter to the listserves recognizing faculty publications. (SA) reported that board members recently suggested that faculty returning from sabbatical present their projects, perhaps these could be PD Day breakout sessions.

### **Fall Professional Development Day – Thursday, August 23, 2018**

The FDC settled on a theme for Fall PD Day: Culturally-Responsive Teaching and Learning. Based on discussions during the 4.24.18 FDC meeting, (SA) and (LMT) reached out to Dr. Victor Rios to discuss his availability on Fall PD Day and speaking fee. (LMT) worked to negotiate his \$9500 speaking fee; unfortunately, he was not able to reduce his fee to meet our budget. Upon recommendations from attendees at the recent First-Gen Conference, (LMT) contacted Dr. Patrick Camangian from the University of San Francisco to discuss participating as the Fall PD Day keynote speaker. She will provide an update to the FDC. (MS) recommended Rafe Esquith, whom she recently heard speak at a conference. The FDC discussed inviting Drs. Wood and Harris, authors of *Teaching Men of Color in the Community College*, to be our keynote speakers as a precursor to reading their book in the Faculty Book Club. (LMT) will reach out to them and report back to the FDC.

Meeting Adjourned at 1:50

SA/5.19.18



Fall 2017	Project
Aug 24	<b>Fall Professional Development Day</b> Theme: "Celebrating our Successes and Looking to the Future"
	<b>Academic Rank</b> Certificates and letters were sent to 27 faculty who advanced in academic rank
	<b>Wellness Wednesdays</b> In collaboration with Health Sciences & Athletics and Classified Professional Development Weekly stadium walks and roll out recovery sessions; Facilitators: Rory Natividad and Kimberly Jones
Sept 7 & 21 Oct 5 & 19 Nov 2 & 16	<b>Informed and Inspired: Lunchtime Faculty Development Series</b> Fall theme: <i>Getting to Know the Students of El Camino College</i> ; student panels and roundtable discussions <ul style="list-style-type: none"> <li>• September: <i>A Day in the Life of a DACA Student</i>; coordinators: Sheryl Kunisaki &amp; Sumino Otsuji</li> <li>• October: <i>What ESL Students Wish Their Instructors Understood</i>; coordinators: Evelyn Uyemura &amp; Allison Carr</li> <li>• November: <i>Getting to Know our Student Military Veterans</i>; coordinators: Stacey Allen &amp; Anna Brochet; presenters: Shaun Cook &amp; Tony Zapata</li> </ul>
Sept 29 Oct 20 Dec 1	<b>Faculty Book Club:</b> <i>Street Life: Poverty, Gangs, and a PhD</i> by Dr. Victor Rios Coordinators: Sumino Otsuji and Sue Ellen Warren Funding provided by the Student Equity Program
Dec 1	<b>Getting the Job, Part 1: The Application</b> (Panel presentation & individual curriculum vitae review) Facilitator: <ul style="list-style-type: none"> <li>• Stacey Allen, Academic Senate Vice President, Faculty Development</li> </ul> Panelists: <ul style="list-style-type: none"> <li>• Martha Lopez, Human Resources</li> <li>• Stephanie Rodriguez, Dean, Industry &amp; Technology</li> <li>• Chris Jeffries, Counseling</li> <li>• Analu Josephides, Library &amp; Learning Resources</li> <li>• Shanna Potter, Chemistry</li> </ul>
Dec 5	<b>Outstanding Adjunct Faculty Award</b> Recipient: Sara Leinen, Adjunct Instructor, Academic Strategies Recognized at Academic Senate Meeting – received certificate, leather embossed portfolio, and \$500 Selection Committee: <ul style="list-style-type: none"> <li>• Stacey Allen, Professor, Sociology</li> <li>• Dustin Black, Adjunct Instructor, History</li> <li>• Rocio Diaz, RISE Center, Counseling &amp; Student Success</li> <li>• Gloria Miranda, Dean, Behavioral &amp; Social Sciences</li> <li>• Bryant Odega, Director of Academic Affairs, ASO</li> </ul>

Spring 2018	Project
Jan 26	<p><b>Getting the Job, Part 2: The Interview</b> (Panel presentation &amp; mock interviews)</p> <p>Facilitator:</p> <ul style="list-style-type: none"> <li>• Stacey Allen, Academic Senate Vice President, Faculty Development</li> </ul> <p>Panelists:</p> <ul style="list-style-type: none"> <li>• Rory Natividad, Dean of Health Sciences &amp; Athletics</li> <li>• Anna Brochet, Counseling</li> <li>• Darcie Descalzo, Biology</li> <li>• Gary Medina, Librarian</li> <li>• Angela Simon, Psychology</li> </ul>
Feb 7	<p><b>Spring Professional Development Day</b></p> <p>Theme: “Transformational Innovation: Empowering Students by Design”</p>
Feb 7	<p><b>Tenure Reception</b> (2<sup>nd</sup> annual)</p> <p>44 newly tenured faculty were honored with a reception in the Distance Education Center Hosted by the Office of the Superintendent/President, Academic Affairs, and Academic Senate Honorees received an ECC pen set and ECC lapel pin</p>
Mar 3 & 15 Apr 19 May 17	<p><b>Informed and Inspired: Lunchtime Faculty Development Series</b></p> <p>Collaborated with the Student Equity Advisory Council for the spring semester; student panels and roundtable discussions</p> <p>March: <i>Muslims in America</i>; facilitators: Claudia Striepe, Analu Josephides &amp; Sheryl Kunisaki April: <i>Women of Color</i> May: <i>Latina/o/x</i></p>
Mar 9 Apr 20 May 11	<p><b>Faculty Book Club</b></p> <p><i>Redesigning America’s Community Colleges: A Clearer Path to Student Success</i> by Bailey, Jaggars, and Davis Coordinators: Sumino Otsuji and Sue Ellen Warren Funding provided by the Student Equity Program</p>
	<p><b>Great Teachers Seminar:</b></p> <p>Funding was provided for Jessica Padilla and Philp Lantz to attend the seminar (Aug 2018). Attendees will be invited to present during a Fall PD Day breakout session.</p>
Fall/Spring	<p><b>FDC Flex Subcommittee</b></p>
	Revised Flex Matrix and Flex FAQs

### Faculty Development Committee

<u>Name</u>	<u>Division</u>
Stacey Allen (Chair)	Behavioral & Social Sciences
Alireza Ahmadpour	Fine Arts
Anna Brochet	Counseling
Briita Halonen	Humanities
Analu Josephides	Library & Learning Resources
Sheryl Kunisaki	Library & Learning Resources
David McPatchell	Compton College
Sumino Otsuji	Humanities
Polly Parks	Natural Sciences
Margaret Steinberg	Natural Sciences
Claudia Striepe	Library & Learning Resources
Lisa Mednick Takami	Professional Development
Evelyn Uyemura	Humanities
Carolee Vakil-Jessop	Federation

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: May 3, 2018**

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**MEMBERS PRESENT**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs           | <input type="checkbox"/> Jeff Hinshaw–Administrative Services           |
| <input checked="" type="checkbox"/> Ken Key - ECCFT                        | <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors |
| <input checked="" type="checkbox"/> David Mussaw - ECCE                    | <input type="checkbox"/> Ruben Lopez – Campus Police                    |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Greg Toya – Student Services        |
| <input checked="" type="checkbox"/> Alex Ostrega – ASO Student Rep.        | <input checked="" type="checkbox"/> Josh Troesh – Academic Senate       |
| <input type="checkbox"/> Jose Anaya – Community Advancement                |   |

**Alternate Members:** M. Myers (for I. Graff), S. Porter

**Support:** B. Atane, B. Fahnestock, J. Miyashiro, R. Miyashiro

**Other Attendees:** A. O’Brien, K. Davison

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The meeting was called to order at 1:07 p.m.

**Approval of the March 15 and April 19, 2018 Minutes**

1. The minutes of March 15 were presented to the committee for approval.
2. Page 2, Funding Formula, #7, at the beginning of the first sentence **delete:** It was decided. **Replace with:** The CEO workgroup recommended.
3. The minutes were approved with the one correction and will be posted on line.
4. The minutes of April 19 were presented to the committee for approval.
5. Page 1, Accreditation Update, #2. **Correct: It to: In.**
6. The minutes were approved with the one minor correction and will be posted on line.

**Budget Assumptions** – B. Fahnestock

1. The tentative Budget Assumptions for 2018-2019 were presented to the committee. These assumptions reflected the best information available at this time from the Chancellor’s Office. The unrestricted general fund guidelines were then reviewed.
2. The estimated beginning fund balance was listed as \$23,506,206. The estimated revenue including Federal, State and local sources was listed as \$127,056,688. COLA was at 2.59% but has been increased to 2.71% as of a couple days ago. This equates to \$2.8 million.
3. The interfund transfer from Fund 16 to cover the 2018-2019 increases to PERS and STRS rates was listed \$1,653,393. It was noted PERS and STRS rates will be dramatically increasing. The rates have gone up more than what was originally planned for. Thus we are not making back the money that was anticipated. They under estimated several things such as increases in pay and how long people will stay in the system. To cover our expenses we will have to tap into our \$15 million for next year.
4. Next year it is anticipated we will not have any growth and will hopefully keep the same enrollment that we have this year.
5. A position control database is being created for step and column movement. Input on this project was received from all the departments to ensure accuracy. This will be able to give us accurate financial projections with step increases. For next year these increases are projected as follows: certificated will cost \$914,612 (1.75%) and classified will cost \$333,464 (1.32%).

6. The salary increase of 2.71% will be applied to all units effective January 1, 2019 and will total \$1,050,477.
7. Increase in the employee benefits cost and the COLA increase is anticipated at \$466,296. Pension contributions are listed as follows:
  - PERS increases by 2.531% to 18.062% would equal an increased cost of \$656,497.
  - STRS increases by 1.85% to 16.280% would equal an increased cost of \$996,897.
 This is an estimate. As the position control system is more fully developed, we will then have more accurate numbers.
8. There will be a modest projected utility cost increase of 3% over 2017-2018 equaling a cost of \$83,900.
9. We are experiencing an increase in our Worker's Compensation costs as more claims are being submitted.
10. A number of full-time faculty replacement positions will be filled (18 positions). Current vacant full-time classified positions (10 positions) will also need to be filled. There are also four vacant full-time management positions also needing to be filled.
11. The budget for the one-time augmentation/enhancements is still not yet determined. These items still have to be ranked.
12. It was noted there will be several big challenges for the future:
  - The PERS and STRS increases
  - The cost of retirements
  - The loss of the funding received for Compton (fund 14 & 15)
 The budgeted total for 2018-2019 expenditures is estimated at \$129,588,331 and the projected ending fund balance is listed at \$22,849,475. Other accounts will be reviewed at future meetings.
13. With keeping the old funding formula in mind, if El Camino could reach an enrollment of 20,000 students, they would be considered a large college. Large colleges receive \$2 million more which would give us a better cushion. This would be a tremendous help with losing Compton.

**ASO Presentation** – G. Toya/A. Ostrega

1. G. Toya and A. Ostrega gave a presentation to the PBC in order to seek their endorsement of increasing the student activity fee from \$10 to \$15. The student activity fee (ASB) supports co-curricular funding of programs like journalism, athletics, theater, etc.
2. The fee has been \$10 since roughly 1996. The costs to send students to competitions for journalism, debate and athletics have risen. Air fares to send students to Sacramento have also drastically increased. It has been seen that the current funding has placed the ASB into deficit spending mode.
3. In past years 35% of all student activity money went to ASO, 60% went to the Auxiliary Services Board which allocates the funds for athletics, fine arts, journalism, the Union newspaper, Project Success, Honors Transfer Program, First-Year Experience and MESA. The remaining 5% goes into reserves. There is a process when students register where they can opt-out of this fee.
4. Similar colleges to ours (FTES) were contacted and queried as to the how they handle the operational side of all of their student fees and how their process compared with ours. The results showed from the nine colleges which were contacted, we came in as the third lowest at \$10. There is also a .50 student rep fee which is used for advocacy and legislation support in sending the student reps to Washington D.C. or Sacramento. In total, the fee is \$10.50 and is being recommended to be increased to \$15.50. This fee is still relatively low compared to the other colleges.
5. It is recommended for ASO to increase the student activity fee for fall and spring semesters. As a justification, it was noted El Camino has one of the lowest student activity fee costs and total annual fees charged to students. This coupled with the lowest ASO annual operating budget and an ASB budget which is in deficit spending. The report presented also recommended a further examination of El Camino's student activity fee money supporting academic related programs.
6. The increased funds will help maintain the current initiatives we have on campus. It was noted one of the initiatives supported having five free-flow water dispensing machines on campus. Using these

machines helps to save using 20,000 plastic water bottles a month. The extra funds will assist with the upkeep of these machines as well as the Warrior Food Pantry and extra student club activities.

7. It was announced one of the upcoming end-of-year events is the ASO Movie Night on May 17. There will be a special viewing of the Marvel movie, Black Panther, out on the Library lawn at 7:00 p .m. on a large projector. In-N-Out Burger will also be providing their burgers for \$2.00. Families are encouraged to bring their blankets and enjoy an evening out.
8. It was noted in the past that the El Camino Bookstore brought in more money and would donate a portion to ASB (\$400,000) to assist with their funding. It was reiterated this increase in the fee would help alleviate this deficit spending. The research done revealed no other colleges have a body similar to ASB. They found 100% of the student activity fee income is allocated to their ASO and that ASO students decide on funding for other departments and divisions through funding request procedures. At \$15.50 El Camino will still be lower than other colleges.
9. The ASO Senate voted on the increased fee and it passed unanimously. The presentation on increasing the fee will be will be presented to the Cabinet on Monday, May 7.

### **Adjournment**

1. The meeting adjourned at 2:11p.m. The next meeting is scheduled for **May 17, 2018** at 1:00 p.m. in Library 202.

RKN/lmo

## Rationale Behind Overhauling ECC Computer and Network Use Policies

As part of its annual student aid compliance audits, the U.S. Department of Education has begun requiring colleges to produce evidence of compliance with the Federal Information Security Modernization Act of 2014, also known as the Gramm-Leach-Bliley Act, or GLBA. GLBA is a consumer protection reform that controls how financial institutions handle the private information of individuals.

The law requires colleges to protect student financial aid records and information by following recommendations set out in NIST 800-171, a publication of the National Institute of Standards and Technology. The document specifies how institutions should set up their information systems and policies in order to ensure the long-term security of financial data.

The current ECC Board and Administrative Policies are not only outdated (with regards to addressing newer technologies like social media, etc.), they are also out of compliance with the GLBA (FISMA), NIST 800-171, and new GDPR data security policies (which we also have to comply with due to the International Students currently attending ECC).

The crux of the GLBA (FISMA) and NIST 800-171 info security guidelines are as follows:

### GLBA (FISMA) –

- Develop, implement, and maintain a written information security program;
- Designate the employee(s) responsible for coordinating the information security program;
- Identify and assess risks to customer information;
- Design and implement an information safeguards program;
- Select appropriate service providers that are capable of maintaining appropriate safeguards; and
- Periodically evaluate and update their security program.

### NIST 800-171 –

- Limit information system access to authorized users (Access Control Requirements);
- Ensure that system users are properly trained (Awareness and Training Requirements);
- Create information system audit records (Audit and Accountability Requirements);

- Establish baseline configurations and inventories of systems (Configuration Management Requirements);
- Identify and authenticate users appropriately (Identification and Authentication Requirements);
- Establish incident-handling capability (Incident Response Requirements);
- Perform appropriate maintenance on information systems (Maintenance Requirements);
- Protect media, both paper and digital, containing sensitive information (Media Protection Requirements);
- Screen individuals prior to authorizing access (Personnel Security Requirements);
- Limit physical access to systems (Physical Protection Requirements);
- Conduct risk assessments (Risk Assessment Requirements);
- Assess security controls periodically and implement action plans (Security Assessment Requirements);
- Monitor, control, and protect organizational communications (System and Communications Protection Requirements); and
- Identify, report, and correct information flaws in a timely manner (System and Information Integrity Requirement).

Present (\*Attendees via CCC Confer)

Azose, Elana

Galbavy, Renee

Houske Laurie

Fields, Mark

Welsh, Laura

Mednick, Lisa

McMillan, Mary

Martin, Crystle

Marcoux, Peter

Pon-Ishikawa, Janice\*

Said, Asma

Valdez, Celia\*

### Welcome and Introductions

A. Said welcomed the committee, and called to approve the minutes. The minutes were approved 1:08 pm.

### Items on the Agenda

- I) Welcome & Approve minutes from last meeting.
- II) Joining Consortium
- III) Distance Education Training
- IV) Service Area Outcomes (SAOs)
- V) Student Survey 2018 received from IRP
- VI) The attendance policy for online and hybrid classes

### Joining the Consortium

On April 25<sup>th</sup> we were selected to join the OEI consortium. We were among the 33 colleges who were accepted to join. Congratulations ECC!

### Distance Education Training

Renee Galbavy presented her document suggested as an outline for Online teaching Certification, which will be presented to the Academic Senate in the next meeting for discussion and approval. Lisa Mednick and Elana Azose were concerned about combining the two courses into one course. Elana said that faculty will be overwhelmed with all the information brought together, since she is the one that conducts the training. She was talking about the details of assignments and the difficulties encountered by faculty. Elana and Lisa expressed their interest in keeping two separate courses for training: one for online teaching pedagogy and one for canvas training. In addition, they added that it was not wise to cut back on the 8-week OTC program, since it originally had been increased from 3-week to 8-week when we were dinged on accreditation. They also raised concerns about faculty who were already OTC certified and they need to be certified only in canvas. Additionally, there are



concerns about faculty who already know canvas, but they had to take the combined course. Crystle Martin clarified that what is needed from this discussion is to ask the Academic Senate to approve the outline of the process that is presented by the document submitted to DEAC. The detailed design and structure will be discussed and finalized later. The DEAC members agreed on making few changes to the document. Attached to this agenda the new document after modifications and the copy that will be presented to Academic Senate.

### **Service Area Outcomes (SAOs)**

The second item is the distance education SAOs. These are the suggested SAOs provided by Crystle Martin after our discussion in the last meeting. There was a discussion about how to assess and measure these SAOs. Crystle Martin finalized the Distance Education Program as shown in the attached document.

### **Student Survey 2018 received from IRP**

The third item was the 2018 Pilot Student Survey prepared by the IRP office. It was discussed and the following suggestions were made. The attached document was sent back to IRP with the following suggestions made:

1. Ask students whether they paid for textbooks or not by Mary McMillan.
2. Changes the section related to “Student Services” by Crystle Martin:
  - a. Changing “online library catalog and/or data bases” to “Library Online Resources”.
  - b. Deleting financial aid services.
  - c. Replacing” Online Library Reserves” by “Ask-A-Librarian”
3. Elana Azose suggested adding a statement before every section to explain to the students what type of questions to expect.
4. Asma added DE webpage as an option to “ How did you find out about your online classes”.

### **The Attendance Policy for Online and Hybrid Classes**

This document was moved to next meeting in May.

### **Items from the floor/ Other/ Next Meeting**

The next meeting is on Thursday 05/24/2018 from 1:00 pm-2:00 pm in Lib. Room 102  
Asma Said is inviting you to a scheduled Zoom meeting.



Distance Education Advisory Committee  
 Meeting Minutes  
 May 24, 2018  
 Lib. Room 102

**Meeting Materials:**

- See below

Present (\*Attendees via CCC Confer)

Azose, Elana

Galbavy, Renee

Gema Perez

Fields, Mark

Welsh, LauraLee

Houske Laurie

McMillan, Mary

Martin, Crystle

Mednick, Lisa

Said, Asma

**Welcome and Introductions**

- A. Said welcomed the committee, and called to approve the minutes. The minutes were approved 1:05pm.

**Items on the Agenda**

- I. Welcome & Approve minutes from last meeting.
- II. The Online/Hybrid Classes Attendance Policy as Related to Financial Aid.
- III. Distance Education Training Update after Academic Senate.
- IV. How to Make your Course Ready for Exchange Review?
- V. Adding Customized Items to the Statewide Survey.

**Meeting Materials**

- I. Power Point Presentation.
- II. Minutes from April Meeting.
- III. page 5-61 of chapter 2 in volume 5 of Federal Student Aid Handbook
- IV. DE Attendance Policy at ECC
- V. Distance Education Training (The most Updated Copy).
- VI. How to Make your Course Ready for Exchange Review?
- VII. The Self-Checklist Document
- VIII. The three page OEI Rubric.

**The Online/Hybrid Classes Attendance Policy as Related to Financial Aid.**

The topic is about documenting online courses attendance. AS presented the financial aid document which states that student's log in to an online course can't be used a proof of attendance. The student should have what is called acceptable evidence of academic attendance. It is listed here some of these examples: submitting an exam, a quiz, contacting the instructor for academic reason, or posting a discussion. In addition, it was emphasized that we can't use logging in as an evidence as a proof of academic attendance of an online class. I felt there is a



Distance Education Advisory Committee  
Meeting Minutes  
May 24, 2018  
Lib. Room 102

**Meeting Materials:**

- See below

necessity to work on creating a policy here at ECC. Chris Gold suggested that we should give this topic a priority. Here what I prepared and I am looking forward to your approval or comments. DEAC members discussed how this document should revolve and what is the procedure? R. Galbavy said that her role is to ask the Academic Senate about the process. She said that she will discuss this with Kristie. L. Houske said that I don't know if we should have a separate attendance policy different from face –to-face classes attendance policy. A.Said pulled the general attendance policy on the screen to check if there were any document related to distance education courses. C. Martin suggested adding few lines about online courses attendance policy at ECC to the general attendance policy. DEAC members agreed that R. Galbavy could reach to Academic Senate advice of how to move on with the document and may be to have the present general policy amended to include a statement about the online courses.

**Distance Education Training Update after Academic Senate**

The Distance Education Training document was presented to the Academic Senate for the first read on Tuesday 05/15/2018. R. Galbavy added that there was just a minor change suggested by the Academic Senate members. That change is to add face-to-face to the statement on the left hand side column. This will make this statement as: “These optional training courses are for face to face courses, and do not count towards online teaching certification”. R. Galbavy said that she is expecting that the draft will pass after the second read, since there were no actual issues with it. The document will go to the second read on Tuesday June,5<sup>th</sup>,2018

**How to Make your Course Ready for Exchange Review?**

The third item is the course evaluation. The next step is to work on our courses to be evaluated so that they can be ready to join the exchange system. OEI is using a system to evaluate courses that has two components: peer review, and an accessibility review. After these two procedures are completed, the course will be submitted to a lead reviewer who will discuss evaluation results and recommendation with the instructor. The first stage can be completed locally at the college. The college should review 3 courses successfully according to the OEI Course Design Rubric in order for the college to be accepted to complete this review locally. OEI offer free training and support to these local teams.

The other route is for the courses to go through OEI design academy. A. Said read all the steps needed for this process to be completed. She added that she is preparing her course for the review academy and she will submit her course by July 1<sup>st</sup>. L. Mednick discussed the possibility of providing incentives or flex hours to faculty who complete this process. The process includes a step that DE team at ECC can provide recommendations and suggestion to faculty during the



**Meeting Materials:**

- See below

review process. A. Said added that faculty should understand that these are recommendations and can't be considered as an approval, since the process is very delicate and it has many details. There was a discussion about if the DE staff can handle these evaluations. C. Martin said that through the DE program review we are seeking an increase in the DE staffing. Our plan is asking for adding an Instructional Designer, a Multimedia Production Specialist, and 508 compliance and Support Specialist within the next four years to fulfil our commitment to all these new tasks.

### **Adding Customized Items to the Statewide Survey**

The next topic was adding survey items to the statewide Survey. The DE team suggested two questions to the student's survey, and two more question to faculty's survey. There was a discussion about these items and the questions were finalized as:

El Camino College Additional Questions for the Statewide DE Survey

#### Student Survey Questions

1. Please select the types of activities used to evaluate your learning in the distance education course identified (Choose all that apply):
  - a. Quizzes
  - b. Exams
  - c. Projects
  - d. Essays
  - e. Reading Assignments
  - f. Problem solving
  - g. Discussion Boards
  - h. Others [with a comment box]
2. Did you acquire (purchase or rental) the textbook:
  - a. Yes
  - b. No
3. If no, was cost a barrier:
  - a. Yes
  - b. No
  - c. I used the Reserve Textbook at the Library
4. The course materials were:
  - a. Very expensive ( more than \$100.00)



**Meeting Materials:**

- See below

- b. Average Price( \$40.00-\$100.00)
- c. Low Cost (less than \$40.00)
- d. Zero cost

5. I communicated with my instructor through (Choose all that apply):

- a. Email
- b. Canvas message system
- c. Phone call
- d. Phone message
- e. Google Voice
- f. Google Hangout
- g. Twitter
- h. Facebook
- i. Face-to-Face
- j. Other [with a comment box]

Faculty Survey:

6. The course material was mostly designed using (Check all that apply):

- a. Instructor Generated Content
- b. Publisher Content
- c. Open Education Resources

7. I determine active participation in my class by (Check all that apply):

- a. Consistent participation on the discussion boards
- b. Taking quizzes and tests on time
- c. Completing assignments on time
- d. Writing and sharing responses to reading assignments
- e. Responding to emails in a timely fashion
- f. Other [with a comment box]

**Items from the floor/ Other/ Next Meeting**

The next meeting will be in Fall 2018.

**TRAINING AND CERTIFICATION MODEL FOR CANVAS AND ONLINE INSTRUCTION AT EL CAMINO COLLEGE**

Training	Description	Upcoming trainings
<p>Canvas Trainings (These optional training courses are designed to support f2f classes and do not count towards online teaching certification)</p>	<p>1) Canvas Basics (meets in-person): This optional training will cover the basics needed for navigating the Canvas Learning Management System (LMS) to support on-campus (f2f) classes. The training includes the Canvas interface, the dashboard, the different navigation bars, setting up your avatar, uploading your syllabus, creating assignments, uploading files, and utilizing student view. <b>(2-4 hours training; 2-4 Flex hours)</b></p> <p>2) Introduction to Canvas (entirely online): This optional training course expands on the Canvas Basics content, and is designed to provide a more comprehensive Introduction to the Canvas LMS. <b>(1-3 weeks self-paced training; 9 Flex hours)</b></p>	<p>1. <a href="#">ECC (link and dates)</a> 2. <a href="#">@One (link and dates)</a></p>
<p>Online Training Course (Required Certification course for teaching hybrid and fully online courses)</p>	<p>This entirely online course is built upon the standards of the California Community College Distance Education policies and procedures, and is a requirement for teaching online at ECC (unless qualified for the Online Training Waiver). In alignment with the Online Education Initiative Course Design Rubric, this course will instruct faculty on using the Canvas LMS to design an effective online class for maximizing student success and retention. It will focus on teaching strategies and practices that will meet federal and state regulations as well as accreditation requirements. <b>(8 week training; 15 Flex hours)</b></p>	<p>1. <a href="#">ECC (link and dates)</a> 2. <a href="#">@One (link and dates)</a></p>

**ONLINE TRAINING WAIVER (APPLICATION AND QUALIFICATIONS)**

<p><b>Online Training Waiver</b></p>	<p>Waiver application for those instructors who have designed and taught online courses at other institutions and want to teach online at ECC. <b>(Waiver qualification criteria included here or link to qualification criteria)</b></p>	<p><a href="#">Link to the Online Training Waiver</a></p>
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## Administrative Procedure 7160

## Professional Development

The El Camino Community College District (ECCCD) plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the district's mission. The ECCCD will evaluate these programs and use the results of the evaluation as the basis for improvement.

**Commented [MG1]:** This revision was triggered by 2015 Ed Code changes.

**Commented [MG2]:** This paragraph is from the CCLC template.

~~The District shall establish a professional development plan consistent with the Master Plan, District strategic priorities, and the mission of the ECC Professional Development Department, in consultation with college constituencies.~~

**Commented [MG3]:** This was moved below and edited a bit.

The Superintendent/President shall annually submit to the State Chancellor an affidavit that contains all of the following:

**Commented [MG4]:** This is from the CCLC template and is legally advised for Districts that participate in the Community College Professional Development Program (meaning, I think, we get money from the CCC system for PD because it is part of our contractual hours).

- A statement that ECC has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs;
- ECC has completed a campus ~~human development resources~~ professional development plan for the current and subsequent fiscal years; and
- A report of the actual expenditures for faculty and staff development for the preceding year.

The District shall establish a professional development advisory committee composed of administrators, faculty, and classified staff representatives, including:

**Commented [MG5]:** Ed Code section 8151 requires the creation of a professional development advisory committee that helps develop a PD plan in order to receive PD funds.

1. ~~The Vice President of Human Resources (or designee)~~ The Vice President of Student Services (or designee)
2. The Vice President of Academic Affairs (or designee)
3. The Professional Development Supervisor
4. The Academic Senate President
5. The Academic Senate Vice President of Faculty Development
6. An ECC Federation of Teachers representative
7. An ECC Classified Employees representative
8. A classified staff member of the Classified Staff Professional Development Committee.
9. A representative from the ECC Police Officer Association.

The purpose of the advisory committee is to consult and collaborate with faculty, classified staff and administrators on the assessment of faculty and staff development needs and in the design of the plan to meet those needs. For classified staff professional development, the advisory committee collaborates with the Professional Development Supervisor and the Classified Staff Professional Development Committee. For faculty professional development, the advisory committee consults with the Academic Senate, through the Faculty Development Committee.

The Classified Staff Professional Development Committee collaborates with the Professional Development office on planning and decision making about classified staff professional development. Contractual changes are made in negotiation with the ECC Classified Employees.

The Faculty Development Committee (FDC), a subcommittee of the Academic Senate, represents the faculty in planning and decision making about faculty professional development programming. Per BP 2510, policies and procedures for faculty professional development are made in collegial consultation with the Academic Senate and changes are made in mutual agreement with the Board of Trustees. Contractual changes are made in negotiation with the ECC Federation of Teachers.

**Commented [MG6]:** The CCLC template suggests that separate processes be explained for administrators, faculty, and classified staff. I'm not sure what the process is for administrators, although it might just be that the area VPs make the decisions.

The professional development plan will be consistent with the Comprehensive Master Plan and district strategic planning priorities. [The professional development plan shall be submitted [annually] to [insert destination here]. The professional development advisory committee, the Classified Staff Professional Development Committee, and the Faculty Development Committee shall review and endorse the professional development plan before submission and publication.] To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

1. Institutional planning priorities, including student success
2. Results of needs assessment surveys and evaluations of previous professional development activities
3. Input from ~~the~~ college constituent groups
4. Legal mandates

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**Commented [KD7]:** Suggestion from IR&P made at Council of Deans meeting.

Professional development activities, guidelines and processes including information about the professional development program are published on the District website.

**Commented [MG8]:** Moved below.

Professional development activities may include, but ~~are~~ is not limited to:

1. Improvement of teaching
2. Improvement of services to students
3. In-service training for vocational education and employment preparation programs
4. Intersegmental exchange programs
5. ~~Institutional effectiveness~~
6. Development and maintenance of current academic and technical knowledge and skills
7. Institutional effectiveness and training to meet institutional needs and priorities
8. Development of innovations in instructional and administrative techniques and program effectiveness
9. Courses and training implementing equity programs
10. Instructional and workforce technology
11. Training required by laws, codes, and regulations
12. Other activities determined to be related to educational and professional development.

**Commented [MG9]:** This list has been edited to include a couple missing topics from Ed Code 87153. Equity should definitely be in there – although the Ed Code is from 1988 and calls it affirmative action.

Professional development activities, guidelines, plans and processes including information about the professional development program are published on the District website.

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. ~~The Academic Senate will be consulted in the planning of faculty professional development activities.~~  
~~See also BP 7340 Leaves of Absence~~

**Commented [MG10]:** BP 7340 doesn't say anything about PD.

#### References:

Accreditation Standard III.A.4415  
Education Code Sections 87150 et seq., 87767, 88220, and 88227  
Title 5 §53200, 55724



El Camino College Adopted:  
March 17, 2014

Revision Consultation

EPC: 5-8-18

FDC:

ECCFT:

ECCCE:

Deans Council: [5.10.18](#)

AS:

College Council:



**INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE**  
**Participate | Collaborate | Innovate**

**Institutional Effectiveness Partnership Initiative**  
**Partnership Resource Teams**  
**Institutional Innovation and Effectiveness Plan**

Date: May 16, 2018

**Name of Institution: El Camino College**

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status
A. Enrollment Management: Retention of Students	<p>1. Upgrade and re-visit Schedule of Classes.</p> <p>2. Integrate easily accessible data and predictive analytic tools for developing schedules that promote access and completion.</p> <p>3. Standardize scheduling processes across the academic divisions.</p> <p>4. Consult with Academic Senate on the unique role faculty members play in supporting student success through communicating enrollment periods, important deadlines and milestones to their students.</p> <p>4-5. <u>Complete ECC Enrollment Management Plan Implementation.</u></p>	<p>VP/AA and VP/SS</p> <p>VP/AA and Enrollment Mgmt. Committee</p> <p><b>Academic Senate's</b> Curricular Chair</p> <p>VP/AA</p> <p>Academic Senate, Marketing and Communications, VP/AA and VP/SS</p>	<p>Develop during fall 2018 and implement by June 2019 for fall 2019.</p> <p>Complete ECC Enrollment Management Plan</p>	<p>a. Develop an ideal scheduling process map</p> <p>b. Conduct visits to other colleges with robust data analytics tools</p> <p>c. Evaluate options for data analytic tools for use in scheduling</p> <p>d. Select and implement the appropriate tool</p> <p>e. Train staff on the process model and use of the tool <u>and on following a standardized scheduling process in all divisions</u></p> <p>f. Evaluate outcomes <u>and make improvements as needed</u></p> <p>g. Implementation of College Scheduler to produce student demand data to help support the above action steps</p> <p>h. Continue Implementation of the Enrollment Management Plan</p>	<p>a. <u>Process map complete</u></p> <p>b. <u>Visits completed and findings shared</u></p> <p>c. <u>Options evaluated</u></p> <p>d. <u>Tool implemented</u></p> <p>e. <u>Staff trained</u></p> <p>f. <u>Outcomes evaluated and improvements implemented</u></p> <p>g. <u>Implementation of College Scheduler</u></p> <p>h. <u>Implementation of Curriculum, catalog, and class schedule software</u></p> <p>i. <u>Workgroups of faculty and Deans to form a "student centered" schedule</u></p> <p>j. <u>Completion of the 2016-19 Enrollment Management Plan and evaluation of its effectiveness.</u></p> <p>k. <u>Development of the next three-year Enrollment Management Plan</u></p>	<p>As of Date: May 16, 2018</p> <p>a. College Scheduler is in the beginning stages of implementation</p> <p>b. Three catalog/curriculum systems were evaluated and a recommendation is being made to purchase one of the three. It does not include a class schedule module so we will need to identify that resource.</p>
B. Enrollment Management: Technology Capacity, Standards and Planning	<p>1. Re-focus the Technology Committee on developing broad, strategic direction of technology throughout the college.</p> <p>2. Integrate and align the Academic Technology Committee work with the work of the Technology Committee.</p> <p>3. Establish long-range resource plan for technology at El Camino College.</p> <p>4. Assure that all software packages support the strategic direction of the college, and</p>	<p>Superintendent- President, VP/AS, Chief Technology Officer, Technology Committee</p> <p><b>Academic Senate's</b> VP Academic Technology/Academic Technology Committee</p>	<p>January 2019. The Technology Committee will create a priority technology list based on phases of building upon packages and a timeline to exemplify this phase</p>	<p>a. Review the 2016 Technology Master Plan <u>and revise as needed</u>.</p> <p>b. Review the current charter of the Technology Committee and reaffirm a focus on strategic technology planning. <u>In final meetings of the two Committees, modify their charters as needed to reflect alignment of their work and obtain necessary approvals</u></p> <p>d. <u>Analyze long-range resource needs based</u></p>	<p>a. The Technology Committee will conduct its annual evaluation in Spring 2018 and use the results to guide the discussion regarding its purpose, scope and charter</p>	

Commented [L10]: You will use this column for the status for any entries now. However, if you find these entries helpful internally, feel free to retain them, and then replace them with status updates when the time comes.

Commented [L7]: I have added simple Step completion measures, both to facilitate tracking progress and to clarify which entries in this column go with which Action Steps.

Commented [L4]: Added to go with Objective A.3.

Commented [L5]: It's best to be explicit about implementing improvements based on the evaluation, rather than leaving it implicit.

Commented [L3]: The spacing between entries in this column imply that you intend to identify RPs for each Objective, but there are too few grouped entries here for that. I suggest that you number each entry group to correspond to the Objective for which those RPs are responsible throughout this column, so you can make the connections unambiguously.

Commented [L1]: This Objective does not appear to have a corresponding Action Step, and actually reads more like an Action Step than an Objective, since it stops at consultation, but then it does not appear to serve one of the existing Objectives. Please resolve this structural issue. For example, if you want it to be an Objective, please add language such as "... and encourage faculty to embrace that role" and add a corresponding Step and Measure. Then make corresponding changes to the quoted Objective in the Resources table below.

Commented [L8]: This Measure has no corresponding Action Step; please add one.

Commented [L2]: I moved this entry over from the Target Date column, where it did not appear to belong. In any case, given your Step and Measure related to continuation and completion of implementing the Enrollment Management Plan, you needed a corresponding Objective.

Commented [L6]: You use "Continue" here, but "Completion" in the corresponding Measure. Please reconcile the discrepancy, and identify a Target Date, if different from the one you have for the whole set of Objectives under A.

Commented [L9]: This Measure could relate to Objective A.1 or A.2, but does not appear to serve any Action Step. Please clarify or add a Step.

Commented [L15]: This catch-all Measure does not appear to cover well all your Objectives and Steps. I suggest that you just apply a simple Measure to each Step, as I did in Area A, to clarify your meaning.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status
C. Enrollment Management: Technology Issues	<p>interoperability is considered.</p> <p>5. Complete the implementation of Colleague per the 2017/18 Elucian assessment</p> <p>6. Research and evaluate the concept of "business or functional analysis" embedded in various areas of the college.</p>		<p>progression</p>	<p>on the Technology Master Plan, develop a resource plan to meet those needs, implement the plan, periodically evaluate progress on the plan and make improvements as needed.</p> <p>b-e. Establish standards that reflect adherence to ECC strategic directions and interoperability, disseminate standards with a timeline for implementing them, implement them, accordingly.</p> <p>f. Complete the timeline for implementing Colleague features as outlined in the 2017-18 Elucian assessment recommendations, and adhere to it!</p> <p>g-h. Review functional analysis job descriptions from other colleges.</p> <p>i-j. Discuss the need for such positions at ECC</p> <p>k. Determine next steps (funding, ECCE)</p>	<p>As of Date: May 16, 2018</p>	<p>Commented [L11]: This language does not seem appropriate for a Target Date entry: it reads more like an Action Step, and its meaning is not clear in this context. Please clarify your target dates for the Objectives—either one target date for the whole set, B.1-B.5, or different target dates for each Objective, with corresponding numbers to show which goes with which.</p>
						<p>Commented [L12]: I have suggested these Steps to correspond to your Objectives B.2, B.3, and B.4, which did not appear to have any Action Steps associated with them. Feel free to revise the language as needed, but do make sure that all Objectives have at least one clearly related Action Step, and each Step has at least one clearly related Measure (see comment on your Measure a above).</p>
						<p>Commented [L13]: Completion of a timeline is not the same as putting it into action, so I added a clause to do that explicitly.</p>
		<p>VP/SS Dean of Counseling and Student Success</p> <p><b>Academic Senate's</b> Curriculum Chair</p> <p>Articulation Officer</p> <p>Ex. Director of Marketing and Communications</p> <p>Dean of Counseling and Student Success</p>	<p>Setup the Colleague Equivalency/Transfer tables for all area colleges/universities by spring 2019.</p> <p>Courses must be Setup from 2014-2015 forward.</p> <p>Release an automated student education plan system by fall 2019.</p> <p>Repair and rehost the El Camino College web pages!</p>	<p>a. Train a functional analyst, A&amp;P technician and evaluate on the process to populate the transfer equivalency table and release the staff members for the project.</p> <p>b. Conduct visits to other colleges with robust educational planning processes/tools.</p> <p>c. Evaluate options for educational planning tools and select the appropriate tool for El Camino College.</p> <p>d. Implement and evaluate the use of the new tool.</p> <p>e. Continue to implement updates and repairs to student portal, website and mobile accessible site.</p> <p>f. Train a functional analyst, A&amp;P technician and evaluator on the process to populate the Transfer Equivalency Table and release the staff members for the project.</p> <p>g. Analyze current delivery of online orientation, identify needed improvements, implement improvements.</p>	<p>a. Meetings are setup to review web pages in May and June.</p> <p>b. Marketing and Communications Dept. has contracted with a consultant to repair broken links, improve mobile accessibility of the ECC website. Work should be done by June 30, 2018</p>	<p>Commented [L14]: Your Objective B.6 indicates that you are evaluating the concept, but this language and that in the Resources table indicates that the decision to use them has already been made. Please reconcile by changing either the language of the Objective or the language of the Step and Resource request.</p>
						<p>Commented [L16]: Since you have identified different target dates for these two Objectives, please go ahead and do the same for the rest of them under Area C.</p>
						<p>Commented [L17]: This entry is not a Target Date, so I have deleted it.</p>
						<p>Commented [L18]: I have suggested this Step (and a simple Measure) to correspond to your Objective C.5, which did not appear to have any Action Steps associated with it. Here again, feel free to revise the language as needed, but make sure that all Objectives have at least one clearly related Action Step.</p>

## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
<p>Enrollment Management: Retention of Students</p> <ol style="list-style-type: none"> <li>Upgrade and recast Schedule of Classes</li> <li>Integrate easily accessible data and predictive analytic tools for developing schedules that promote access and completion</li> <li>Standardize scheduling processes across the academic divisions</li> <li>Consult with Academic Senate on the unique role faculty members play in supporting student success through communicating enrollment periods, important deadlines and milestones to their students.</li> </ol>	<ol style="list-style-type: none"> <li>Re-focus the Technology Committee on developing broad, strategic direction of technology throughout the college</li> <li>Establish long-range resource plan for technology at El Camino College</li> <li>Assure that all software packages support the strategic direction of the college, and interoperability is considered</li> <li>Complete the implementation of Colleague per the 2017/18 Ellician assessment</li> <li>Research and evaluate the concept of "business or functional analysts" embedded in various areas of the college.</li> </ol>	<ol style="list-style-type: none"> <li>Class Scheduling software</li> <li>Faculty release time</li> <li>Staff time to implement software packages</li> <li>Revamp online class schedule to improve search-ability</li> </ol>	\$150,000.00
<p>Enrollment Management: Technology Capacity, Standards and Planning</p> <ol style="list-style-type: none"> <li>Set up Transfer Equivalency Tables in Colleague to support robust Educational Planning Process.</li> <li>Implement electronic education plans that are accessible to students. Include a degree audit function.</li> <li>Improve the student portal and enable use on mobile devices.</li> <li>Repair broken links on website: improve mobile accessibility.</li> </ol>	<ol style="list-style-type: none"> <li>Committee Charge and more meetings (possibly a retreat to refocus the committee.)</li> <li>Training and technical assistance on the Ellician products</li> <li>Functional analysts to take over the day-to-day software package maintenance.</li> </ol>	<ol style="list-style-type: none"> <li>Back-fill for positions that will be focused on table setup for one-year software cost for student plan program and implementation.</li> <li>Various staff to attend meetings for the Web Master to repair and refocus the various web sites</li> <li>4. <del>Enrollment management recruitment fee</del></li> </ol>	\$30,000.00
<p>Enrollment Management: Technology Issues</p> <ol style="list-style-type: none"> <li>Set up Transfer Equivalency Tables in Colleague to support robust Educational Planning Process.</li> <li>Implement electronic education plans that are accessible to students. Include a degree audit function.</li> <li>Improve the student portal and enable use on mobile devices.</li> <li>Repair broken links on website: improve mobile accessibility.</li> </ol>	<ol style="list-style-type: none"> <li>Back-fill for positions that will be focused on table setup for one-year software cost for student plan program and implementation.</li> <li>Various staff to attend meetings for the Web Master to repair and refocus the various web sites</li> <li>4. <del>Enrollment management recruitment fee</del></li> </ol>	<ol style="list-style-type: none"> <li>Back-fill for positions that will be focused on table setup for one-year software cost for student plan program and implementation.</li> <li>Various staff to attend meetings for the Web Master to repair and refocus the various web sites</li> <li>4. <del>Enrollment management recruitment fee</del></li> </ol>	\$20,000.00
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000.00

Commented [L19]: Please indicate the Action Step(s) to which this resource will be applied.

Commented [L20]: Please be a bit more specific about the nature of this resource: A consultant? A software update? Or what?

Commented [L21]: I renumbered these Objectives to match the numbers in the main table.

Commented [L22]: None of your Areas deals with the recruitment aspects of enrollment management, so this resource does not appear to support anything in your Plan. So I have deleted it.

Approval	
Chief Executive Officer	
Name:	
Signature or E-Signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
(As applicable: duplicate if needed for district-level I&EP)	
Name:	
Signature or E-Signature:	Date:

**Final Cost Savings Report Template**

As part of AB798 requirements to receive funding, a campus must show a 30% cost savings. Use columns A - L (blue section) of the spreadsheet to list all courses that will participate in the Campus Progress Report columns (M - P) (green section) when reporting actual savings and costs. In addition, please use column Q & R to list the titles of the OER use

**RFP Projected Cost Savings for Proposed Courses**

Course Identification Number or Prefix	Course Name	Course/Section Number	Estimated Number of Students / Enrollment Cap of Courses Section	Department	Total Cost of Course Materials in Previous Term (at local bookstore)	Total Cost of Course Materials for All Students in a course in Previous Term (# of students in section X total cost of materials)	Term when OER will be adopted	Estimated Total Cost of Course Materials with adoption of OER	Estimated Total Cost Savings of Course Materials with adoption of OER	Calculating Projected Savings
AJ 170*	Laws of Arrest, Search, & Seizure	Sec 7042	35	Other	\$24.99	\$875	Fall 2017	\$0	\$875.00	0%
AJ 170*	Laws of Arrest, Search, & Seizure	Sec 4787	44	Other	\$24.99	\$1,100	Spring 2017	\$0.00	\$1,100.00	0%
AJ 103	Criminal Law	Sec 4783	44	Other	\$83.40	\$3,670	Fall 2017	\$0.00	\$3,670.00	
Art 101	Art & Visual Culture in Modern Life (Honors)	Sec 5012 (Honors)	35	Art History	\$103.00	\$3,605	Spring 2017	\$0.00	\$3,605.00	
Art 101	Art & Visual Culture in Modern Life	Sec 5016	45	Art History	\$103.00	\$4,635	Spring 2017	\$0.00	\$4,635.00	
Art 102A	History of Western Art	Sec 5028	45	Art History	\$103.00	\$4,635	Spring 2017	\$0.00	\$4,635.00	
Art 102A	History of Western Art	Sec 5030	45	Art History	\$103.00	\$4,635	Spring 2017	\$0.00	\$4,635.00	
Art 102A	History of Western Art	Sec 5032	45	Art History	\$103.00	\$4,635	Spring 2017	\$0.00	\$4,635.00	
Art 205A**	History of Asian Art	Sec 5161	35	Art History	\$129.95	\$4,548	Fall 2017	\$0.00	\$4,548.00	
Communications Studies 100	Public Speaking	Sec 5703	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5713	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5716	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5725	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5736	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5721	32	Communications	\$126.35	\$4,043	Fall 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5750	32	Communications	\$126.35	\$4,043	Fall 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5762	32	Communications	\$126.35	\$4,043	Fall 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5720	32	Communications	\$126.35	\$4,043	Fall 2017	\$0.00	\$4,043.00	
Communications Studies 100	Public Speaking	Sec 5757	32	Communications	\$126.35	\$4,043	Fall 2017	\$0.00	\$4,043.00	
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5775	30	Communications	\$160.00	\$4,800	Spring 2017	\$0.00	\$4,800.00	
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5778	30	Communications	\$160.00	\$4,800	Spring 2017	\$0.00	\$4,800.00	
<b>SUBSTITUTED and ADDED CLASS SECTIONS</b>										
*Communications Studies 100	Public Speaking	Sec 5700	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	substituted	

*Communications Studies 100	Public Speaking	Sec 5717	32	Communications	\$126.35	\$4,043	Spring 2017	\$0.00	substituted
**Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5828	30	Communications	\$160.00	\$4,800	Fall 2017	\$0.00	substituted
Communications Studies 100	Public Speaking	Sec 5197	32	Communications	\$126.35	\$4,043	Summer 2017	\$0.00	added
Communications Studies 140	Small Group Communication	Sec 5262	30	Communications	\$160.00	\$4,800	Summer 2017	\$0.00	added
Communications Studies 100	Public Speaking	Sec 5700	32	Communications	\$126.35	\$4,043	Winter 2018	\$0.00	added
Communications Studies 100	Public Speaking	Sec 5703	32	Communications	\$126.35	\$4,043	Spring 2018	\$0.00	added
Communications Studies 100	Public Speaking	Sec 5716	32	Communications	\$126.35	\$4,043	Spring 2018	\$0.00	added
Communications Studies 100	Public Speaking	Sec 5725	32	Communications	\$126.35	\$4,043	Spring 2018	\$0.00	added
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5832	30	Communications	\$160.00	\$4,800	Fall 2017	\$0.00	added
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5726	30	Communications	\$160.00	\$4,800	Winter 2018	\$0.00	added
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5775	30	Communications	\$160.00	\$4,800	Spring 2018	\$0.00	added
Communications Studies 140 (formerly Comms 3)	Small Group Communication	Sec 5778	30	Communications	\$160.00	\$4,800	Spring 2018	\$0.00	added
26 individual sections (non-duplicated across terms)					Previous Costs:	\$139,471		Cost Savings Planned:	\$82,368

\* After the proposed plan was submitted a course revision occurred. The instructor determined that no appropriate OER was available for this course. Addition course sections included as substitution.  
 \*\* Course substituted with different one as noted

duplicated section - different terms

date in the Adoption Incentive program. All information is required.  
 ad for the course/section and provide link(s) to those resources.

### Campus Progress Report

Projected % Saving	ACTUAL Total Cost of Courses Materials	ACTUAL Cost Savings (F-M)*P	If Student has option to purchase printed version of OER: Estimated Cost of Printed Materials at Bookstore	Actual Number of Students Enrolled	Titles of Open Educational Resources Used	Link(s)
100%	n/a	\$0.00	n/a	n/a	n/a	n/a
100%	n/a	\$0.00	n/a	n/a	n/a	n/a
100%	\$0.00	\$3,169.20		38	Instructor used a mixture of online sources rather than one singular text. Will look for other OER.	Sample Texts: For California Codes: <a href="https://leginfo.ca.gov/faces/codes.xhtml">https://leginfo.ca.gov/faces/codes.xhtml</a> ; For CalCrim Jury Instructions: <a href="http://www.courts.ca.gov/partners/312.htm">http://www.courts.ca.gov/partners/312.htm</a> <a href="http://www.courts.ca.gov/partners/312.htm">http://www.courts.ca.gov/partners/312.htm</a>
100%	\$0.00	\$3,502.00		34	Smart History	<a href="https://smarthistory.org">https://smarthistory.org</a>
100%	\$0.00	\$4,944.00		48	Smart History	<a href="https://smarthistory.org">https://smarthistory.org</a>
100%	\$0.00	\$4,532.00		44	Smart History	<a href="https://smarthistory.org">https://smarthistory.org</a>
100%	\$0.00	\$4,429.00		43	Smart History	<a href="https://smarthistory.org">https://smarthistory.org</a>
100%	\$0.00	\$3,502.00		34	Smart History	<a href="https://smarthistory.org">https://smarthistory.org</a>
100%	n/a	n/a	n/a	n/a	n/a	n/a
100%	\$0.00	\$3,664.15		29	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,043.20		32	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$3,916.85		31	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,674.95		37	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$3,411.45		27	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$3,537.80		28	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,043.20		32	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,295.90		34	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,169.55		33	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,043.20		32	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>
100%	\$0.00	\$4,000.00		25	An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/</a>
100%	\$0.00	\$4,800.00		30	An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/</a>
100%	\$0.00	\$4,043.20		32	Public Speaking: The Virtual Text	<a href="http://www.publicspeakingproject.org/psvirealtext.html">http://www.publicspeakingproject.org/psvirealtext.html</a>

Did not select an OER textbook

Need to add to Cool4Ed

In Cool4Ed

In Cool4Ed

In Cool4Ed

100%	\$0.00	\$4,169.55		33	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	\$0.00	\$4,800.00		30	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
100%	\$0.00	\$3,790.50		30	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	0.00	\$4,800.00		26	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
100%	\$0.00	\$4,043.20		32	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	\$0.00	\$4,295.90		34	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	\$0.00	\$4,169.55		33	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	\$0.00	\$3,916.85		31	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="http://www.publicspeakingproject.org/psviretualtext.html">http://www.publicspeakingproject.org/psviretualtext.html</a>
100%	\$0.00	\$4,800.00		30	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
100%	\$0.00	\$4,960.00		31	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
100%	\$0.00	\$4,000.00		25	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
100%	\$0.00	\$4,960.00		31	Public Speaking: The Virtual Text An Introduction to Group Communication	<a href="https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html">https://2012books.lardbucket.org/books/an-introduction-to-group-communication/n-introduction-to-group-communication/rtualtext.html</a>
		\$129,427.20				