Academic Senate of El Camino College 2017-18

October 3, 2017

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

Officers & Executive Committee

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

Adjunct (One-year terms)

Josh Casper (BSS)	17/18
Karl Striepe (BSS)	17/18

Behavioral & Social Sciences

Stacey Allen	19/20
Kristie Daniel-DiGregorio	17/18
Chris Gold	19/20
Renee Galbavy	17/18
Michael Wynne*	17/18

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Josh Troesh	18/19

Compton College

Paul Flor	17/18
Chris Halligan	17/18

Counseling

Seranda Bray	17/18
Anna Brochet*	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
C. Striepe*/G. Medina	18/19

Fine Arts

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

Health Sciences & Athletics/Nursing

Andy Alvillar*	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

Rose Ann Cerofeci	18/19
A. Gallagher/S. Donnell	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
A. Sharp/K. McLaughlin	18/19

Industry & Technology

Ross Durand*/Bob Diaz	18/19
Dylan Meek	18/19
Renee Newell	18/19
Jack Selph	18/19
Charlene Brewer-Smith	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Matthew Mata*	17/18
Catherine Schult-Roman	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori*	18/19
Troy Moore	18/19
Shanna Potter	19/20
Ryan Turner	19/20
Anne Valle	18/19

Academic Affairs & Student Services

- Jean Shankweiler
- Ross Miyashiro
- Linda Clowers

Associated Students Organization

- Bryant Odega

President/ Superintendent

- Dena Maloney

Division Personnel

- Virginia Rapp

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

- Irene Graff
- Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.
*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 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 (tentative).

COMPTON COLLEGE FACULTY COUNCIL MEETINGS:
1st and 3rd 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. Fall: 2nd Mondays & 11/27, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays & 11/30 (Fall only), 12:30-2, Library 202.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.
Distance Education Advisory Committee. Chair: Chris Gold. 4th Thursdays, 1-2, DE 166.
Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2,
Faculty Development. Chair: Stacey Allen. 2nd & 4th 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: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/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. 1st & 3rd Mondays, 1:30-2:30, Library 202.
College Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thurs., 8:30-10, TBA.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: R. Galbavy, J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

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

ECC (El Camino College) Acronyms

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

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

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Agenda & Table of Contents: Tuesday October 3, 2017 in Distance Education Room 166

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

Adjunct (1 Year)
☐ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Christina Gold
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☐ Seranda Bray
☒ Anna Brochet
☐ Rocio Diaz

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☒ Ali Ahmadpour
☐ Daniel Berney
☐ Diana Crossman
☒ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☐ Andrew Alvillar
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☐ Colleen McFaul
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Humanities
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☒ Renee Newell
☒ Jack Selph
☒ Charlene Brewer-Smith

Library Learning Resources
☒ Analu Josephides
☒ Mary McMillan
☒ Claudia Striepe
☒ Gary Medina

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

Natural Sciences
☒ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ryan Turner
☒ 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: J. Casper, S. Bray, R. Diaz

ACADEMIC SENATE MINUTES
September 19, 2017

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 second Academic Senate meeting of the fall 2017 semester to order on September 19, 2017 at 12:31 p.m.

Welcome to our second meeting of the year. I hope we didn't scare you off at the last meeting. Please make sure you sign in, that is how we know who was here. The sign-in sheet is by your name card at the front. With our call to order, we would like to welcome some new faces who are joining us. Analu Josephides is one of our new senators from Library Learning Resources. Rene Newell and Bob Diaz, are from Industry and Technology. Thanks to those folks for serving. Welcome to our division personnel; as you know we have a dean's rep at each of our meetings. This time it is a very familiar face, Claudia Striepe; our former co-president of the Academic Senate and Interim Director of Library Learning Resources. Welcome to Ross Miyashiro, our Vice President of Student Services. (There was much applause at this point.) As you know, he is on the agenda a little bit later.

B. APPROVAL OF MINUTES
See pgs. 5-12 of the packet for minutes from the September 5, 2017 meeting.   C. Gold moved and P. Marcoux seconded, there was unanimous approval of minutes.

There was a question (from Dr. Shankweiler) about who won the Pumpkin-Spice Latte from the last meeting? Chris Gold and Christina Nagao won chocolates for the "Ask Me Buttons". Mary McMillin and Gary Medina won the pumpkin lattes for the scavenger hunt.

I would like to suspend the order of business so we can jump down to new business and our information items. L. Kjeseth motioned and J. Young seconded. All were in favor.

F. NEW BUSINESS

Senate Goals: Review 2016-2017 Progress, 1st Reading of 2017-2018 goals

KDD: If you take a look at the handout on your table, this was in the packet at the last meeting. The start of the year is a great time to reflect on the how we did last year, and start to plan as we head into the upcoming year. There are three overarching goals, I am going to hit a few highlights and you can peruse that at your leisure in more detail. The bolded portion of the handout is our goals. Measures fall under that, and the hollow circles is our progress under each of those. Our first goal was to ensure full faculty involvement in decision making related to academic and professional matters. A huge part of our job is to make sure faculty are at the table when decisions are made. There is a lot happening on our busy and complex campus. That is a lot of what this goal is about. As you know, it is spelled out in our board policy and required by law.   We are fortunate, and you can see by some of the things we've achieved, we have administrative leaders who don't just value collaboration because they have to, they value collaboration because they believe it benefits our decision making. We appreciate their collaboration, we appreciate the faculty who step forward when we need people for committees, for leadership roles or serve as senators. We have appreciated the financial support from our administrative collaborators. For the past two years in a row, we have increased our reassign time for senate officers. We especially appreciate our strong collaborative working relationship with our Federation. They are not just our collaborators on paper, they

are part of our subcommittees. We see Carolee at our meetings. They are involved in helping us as we are making decisions and making progress. We appreciate that!

The second goal: To strengthen faculty involvement in the activities of the Academic Senate.   We have expanded our orientation and also our communication efforts to try and draw more people in so they understand what is happening with the senate. We have had a number of faculty stepping into leadership both on our campus and also statewide. A special shout-out to our Education Development Program for their recognition by the Board of Governors for their Honorable Mention of their Exemplary Program. Thanks for the Faculty Development Committee, for their efforts to establish a new reception recognizing tenure. Last year was the first recognizing our colleagues, and the beginning of a tradition.

Our third goal was to support student success in a variety of ways. That includes Enrollment Management efforts, Compton College and their accreditation, and statewide initiatives which are woven into our programming. There is a flyer on your table for Informed and Inspired. The series is "informed" by what is going on at the state in terms of priorities for California Community College students. We have senators strongly represented on campus-wide committees, collaborating and providing leadership for things like the Educational Master Plan. Anna Brochet, Josh Troesh, and Claudia Striepe were part of that effort. Being the over-achievers that we are, we have had some additional outcomes. They don't really fall under any of our goals. We are trying to be really good team players on our campus. As institutional issues arise with our students, the senate tries to step in. Not just to apply leadership, or decision making, but to provide advocacy for our students. That is an abridged, very brief, overview of some of the things we accomplished last year. Thank you so much to all of you who have contributed in small and large ways. Just for input, for your involvement, for your willingness to put your hand up when we need a volunteer. None of this is possible without a huge army of people supporting the academic senate. Thank you!! Any questions or comments or feedback about our progress from last year?

Our next topic appears on page 13 of the packet. This is our goals for the upcoming year. If they look familiar, it's because the executive board had a look at the goals from last year and felt like if they were broad enough that we could continue many of them, there is still work to be done. We added a few tweaks, here are a couple of things that are new. Goal 1: We added a bullet, just to capture some of those additional initiatives that have appeared on the progress report. Things that don't fall anywhere else. The reason we're stepping into those kinds of activities, is that they fall into our purview. Things that the senate has input into. Provide leadership for the college on issues related to senate purview. The other thing is happening, Article 20 of the contract allows us to convene a subcommittee to look at forms, surveys and reports from the faculty evaluation process. So we have convened that committee, looking at ways to make the process more user-friendly. That it is a helpful process, it is fruitful for everybody involved, everyone understands what is expected of them. This is a good thing about the Federation and senate. Jean's office has a dean working on this. You will get more information, it has to come back through the senate, so nothing is going to change without us bringing those things to you. If you have feedback in the meantime, let us know. The objective is to bring the revised documents for senate input and consultation. It doesn't get advanced without senate approval. We will work this semester on revising, if you have feedback or input see me. We are working with Chris Jeffries and Deb Breckheimer, both are members of the task force. That is another goal for this year.

We are updating the minimum qualifications and having a look at the equivalency process. This is another areas that we are collaborating with the Federation. Then under goal #2, we thought that since we were recognizing our colleagues who achieved tenure, it gives us an opportunity to recognize long-serving adjuncts, since we are tracking the longevity of our adjunct faculty. Any questions or comments about our proposed goals?
This is our first reading. We will have our second reading next meeting. Please feel free to reach out to me if you think of something. Thank you, everybody!

G. INFORMATION ITEMS –DISCUSSION

Academic Senate for California Community Colleges – Renee Galbavy (pgs. 14- 16)

KDD: Thank you to Professor Galbavy (BSS), she has agreed to share with us some of the things she learned this summer at the Faculty Leadership Institute. Thank you, Renee. R. Galbavy: I had an opportunity to attend the ASCCC Faculty Leadership Institute this summer and I put together a quick overview of some of the highlights and linkages. All of these are linked on the document that KDD sent to you. The first one I wanted to draw attention to, was a presentation that went through how to navigate their site. The site has a ton of resources on there. One of the things I wanted to point out is the book that you all have access to. A lot of resources are in it and the cool things about it is the PDF that I attached to it has all the linkages for the entire book. I encourage you to have a look through that. Another highlight that I wanted to point out to you is if you are interested in doing this at the state level, it actually shows all the committees and things that are out there. If you are interested in Title 5, one of the presentations was about that. There are lots of acronyms, it is quite scary. One of the things I want to point out is the community college budget. There are some interesting elements about it. If you would like to look at where the money is going, you can click on the link and it will show you for this next year. One of our guest speakers was the former San Francisco City College Senate President. She gave a shout out to Compton. She actually had everyone stand up and clap for Compton, and said what a great job had been done there. That was cool that they acknowledged that. There are a number of links to research data and decision making, which would be useful for faculty and administrators that want data. The California Community College Chancellors Office has some great resources. There are a number of links here. The last bullet links you to all the presentations. That is it for me and if you have any questions, please feel free to let me know. KDD: Thank you, Renee for spending part of your summer with the ASCCC. Also thank you to Jean, we were out of money. The only way we were able to send Renee, was Jean found some coins in the cushions behind the sofa.

Spring Lockdown Drill – Chief Michael Trevis

KDD: Thank you, Chief for coming and telling us about plans for spring. Chief Trevis: Good afternoon everybody. We are looking for a Shelter-in-Place drill during spring and I want your ideas and thoughts. We have made a few good changes. Some locks were put on, we have more speakers and it is a work-in-progress. We want to make this as best you can, and I value your input. Thursday, March 1st, is week 3 and Thursday, March 15th, is week 5. Have some discussion and let me know as soon as you possibly can, so we can prepare. We can all agree it is critical and essential. KDD: We have division meetings and department meetings that we can report to. Then we can see what everyone thinks. C. Trevis: If you would like for me to attend a particular division meeting or if there are concerns like a door missing a lock, please let me know. We want to do one in the morning around 9:40 in the am and around 7:10 in the evening. Please encourage your students to sign up for Nixle, it is free. Instructions are on the Campus Police website. http://www.elcamino.edu/police/ You type in ECCPD for El Camino. If you are at Compton, type in CECPD. Then you will get the alerts. There are a lot of videos that are on-line. We use the Ohio State University video, (run, hide, fight), it is the least graphic/traumatic: http://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be. Soon, we do want to create our own video here. We are working with Ann Garten's office on that. KDD: Thank you, Chief.

- · Option A – Thursday, March 1
- · Option B – Thursday, March 15

Note: The Great Shakeout is Thursday, October 19, at 10:19 a.m.

Dreamers Updates – Dr. Cynthia Mosqueda, Coordinator First Year Experience & Rene Lozano, Coordinator Transfer Center   http://www.elcamino.edu/studentservices/fao/ab540/

KDD: Cynthia is here to talk about our Dreamers efforts. She and Rene Lozano are really doing the lion's share of the work to help us plan long-term for how we respond to our students with the changing political climate. She

has pulled together tremendous resources to help support our students. We brought her here, so that we can all learn what is happening, so that we can then pass that on to our students. C. Mosqueda: Good afternoon, I am the faculty coordinator for the First Year Experience program. I have also been closely working with the population of our Dreamers on campus. I wanted to share with you the website, faculty don't realize we have it online. http://www.elcamino.edu/studentservices/fao/ab540/

Basically, we created it about a year and a half ago. To try and help our students who are attending El Camino. They qualify under AB540; a student who lives in CA, has 3 years of high school they qualify for resident tuition. On the website we have a lot of resources, but I want to point out 2 in particular. A few weeks ago, DACA was eliminated. We have some students who used DACA to apply to vocational programs. (Any program that requires a Social Security Number or some sort of valid work permit.) We have a lot of students on campus. Even though our current federal administration isn't taking any new applications for DACA, students are still eligible to renew for those who qualify. The application is expensive, about $495, but there are scholarships.   If you click on the DACA tab, Renewal Scholarships, you can get your DACA renewal paid for. For many of our students, this is heavy burden for them. One of the things you can do, if you add this link or website to your syllabus, students can get the most updated information. Students can also sign up to receive alerts at https://docs.google.com/forms/d/e/1FAIpQLSfCFwlf-vEmWmNHB0Nu_uMGRcXz0Sf9Fs79R30vU5eVfroiiA/viewform. We can invite them to events here on campus. We have events for faculty and students. So far, we have over 2,000 students who have signed up. The AHEAD Club is being revived on campus, which provides support for undocumented students.

You can share the link with your students. Our next event, we are currently working with the Cal States and the UC System to bring all the Dreamer directors here. We want our students to know that El Camino is going to support you while you are here. But you will also have support at the Cal States and the UCs. The event is scheduled in October. We are in the process of putting that flyer together. KDD: Can faculty sign up to attend these? C. Mosqueda: Yes, we are looking at a date for more training for faculty. We have an English professor here who is also an Immigration lawyer, he has been working on a FAQs page that we try to keep updated on the website. Any questions? A. Ahmadpour: We need to get more updated and get the information out. We need to bring prominate speakers to campus. We lack support in this area. C. Mosqueda: We had 4-5 events during the spring semester. East Los Angeles College reached out to us so we could share some information with them, and LA City College as well. We need to work on publicizing these events. J. Troesh: There is fear with some students concerning this.   C. Mosqueda: We don't take pictures at these events. We have asked counseling and other areas to link it. We are happy when others want to link it to the resource site. This is available on our home page on the very bottom on the right hand corner. Dr. Shankweiler: I know that many people wanted to do activities last spring when things became critical. I know activities were organized. Dr. Maloney wanted to make sure we sent a consistent message to our students. That is why we are very supportive of the Dreamers Task Force, which is working to coordinate our efforts. We want to send out a consistent message. Please keep in contact with Cynthia to make sure students are getting the same message. C. Mosqueda: At the events we held in the spring, and another we held a couple of weeks ago, we averaged about 85 -120 students per events. We do have a lot of participation. A. Amadjapur: We need a grassroots response to get people more involved. There were rallies all over the nation. We need grassroots rage to get people involved. S. Allen: I don't have a question, but I want to put a plug out for Informed and Inspired this Thursday. In case you run out of time before I get to do my report, it is a panel of DACA students. Cynthia helped to recruit these students, you can hear first-hand what their fears and anxieties are. That way you can be empathetic in your classroom and address the issues they are dealing with. KDD: Just a shout-out to Cynthia, who has made the commitment to help our students. C. Mosqueda: I wasn't the only one involved. Rene Lozano and other faculty were involved, counseling helped as well as student development. Thank you!

Criteria for Document Management System RFP – Dr. Art Leible, Chief Technology Officer

KDD: I'm am pleased to introduce Art Leible. There is an abridged document on pages 17-18 in your packet. We appreciate Art bringing this document for faculty input. Please hit some of the highlights for us. A. Leible: I am not as stimulating or exciting as the last topic.   The college has a goal to move all paperwork online so soon we'll issue an RFP, an overview of which you see in your packet. Electronic Forms Issue - work flows, google cues, e-signatures. If you want to read these, they will help to put you to sleep at night. These are things we have to tell the vendors, or a partnership with vendors. We want your input, comments or thoughts, give them to Kristie or me. We want to make sure we don't miss anything here. Blueprints would have to be scanned in, the Health Center has software that needs to be in place. We don't want to miss anything for technical specifications. Irene Graff with be taking it to College Council. We want the first tools in place for spring. This will be a long process, we will have to go division by division. Each one will have a unique set of forms. We don't want to miss any vacation request forms or the carpool form. We have to scan every document. We want to look at different timesheets. If we can build one form, make it electronic, we can eliminate the 6,000 forms we currently have. C. Brewer-Smith: Will this affect our students? A. Leible: If you are doing something on paper, we may be able to do this electronically. Self-service is part one. Make it mobile we you can get it on your iPhone or android. KDD: Are we going to need training? Some of us are not intuitive with new software and others are. A. Leible: Training is usually included as a component. R. Newell: Can our students take electronic exams? A. Leible: We might be able to design those. There will be an implementation schedule and time frame proposal that we will be voting on. There is a group of people on campus who will represent us. C. Striepe: How about privacy issues and time-sensitive issues like paystubs? Are there going to be paper back-ups for some of these forms? A. Leible: Yes, there are usually backup forms for some things like pay stubs. C. Gold: Is this something other community colleges are doing? I was hoping we were cutting edge. A. Leible: We are not cutting edge, we are way behind. We need to catch up. Hobson's degree planner is currently being developed which allows students to track their educational plans. Changing their major is not something that will be self-service at this time. KDD: If we have questions, can we direct them to you, Art? A. Leible: Yes. KDD: Let's thank Art.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Faculty Position ID Process: As you know, the deadline is this Friday for the deans to get their proposals in to Jean's office. The Senate approved hiring outside of the process for a Veteran's Counselor. This position came open this year, was filled relatively recently, but the person got another position closer to home. There is an urgent need to fill the position before the end of the year. We need to provide continuity on recent initiatives, so this population is served effectively and before we lose key holders of institutional memory in the Veteran's Center and Admissions. We want to be in compliance. We would like to get someone on board before Bill Mulrooney retires. I wanted to keep you apprised of that. If you have any questions, please let me know.

A faculty evaluation subcommittee is getting started this semester and will come back to the senate in spring. We will need to approve any of the changes that we propose. If you have suggestions, reach out to me, Chris Jeffries or Deb Breckheimer.

Thank you to Pete Marcoux for agreeing to serve on the committee for Dean, of Student Services. Thank you to all the rest of you who have been serving, or will volunteer in the future. Nudge, nudge, because we will continue to be filling vacant positions this next year.

We are getting started planning for the Accreditation Self-Study process. One of our goals is to have the faculty co-chairs in place by the end of this semester. So Jean and I are collaborating on that. We would like to send folks off to training in the spring, just to get an early start.

Student Success: You have a flyer at your table for the Transfer Day Fair on September 26th. If you don't have one posted in your classroom, or in your mailroom, please post one. It is eye-catching, and at least 40% of our students' goal is to transfer. There will be 80 institutions on campus next Tuesday. We want to get the students connected. Dipte Patel wants us to refer students on for their Ed Planning now instead of waiting for registration to begin. There is a bit of a lull right now. By the time they hit 15 units, they need to have a comprehensive educational plan. They need to be thinking about that. They can drop in or go online to make appointments.

Some good news, The ECC Foundation Scholarships are going to be making some adjustments to make the application process more user friendly for students and faculty. There will be an evaluation with drop down boxes and optional comment section.   It means at the end of the semester, when we are all pooped, it will be easier to say yes to our students, that we will write for them. We had 300 students last year, who weren't considered, because they didn't have a letter of recommendation. We are trying to find new and innovative ways to make this work better for our students. We will see more information about that soon.

The recycling bins will be coming soon. They will be tan. They will be outside each of the buildings.

We have a great workshop coming up next Friday. Overcoming Implicit Bias in the Workplace and in the Hiring Process. Anyone can attend. These are great speakers known state-wide. You can register on PD Reporter.

b. VP – Compton Education Center – Paul Flor

Good afternoon, I have 3 items to report on. Last week, 3 officials met on the transition plan. We have plenty of work to do and the timeline looks so far away. I want everyone to know, that on September 30th, we are celebrating our 90th anniversary on campus. We are going to have a fun fair, with a car show, live music (6 bands), and gourmet food trucks. It is a big TO DO! It will start at 11:00 am running until 6:00 pm. The day before, on Sept 29th, we will have our first draft of our quality focus essay. This will be our first reading. It will be made available and on our website. We are looking for feedback. We are working on Distance Education and the creation of a Distance Education handbook.

c. Chair – Curriculum – Janet Young

We had our first CCC meeting last week. We conducted the required certification training and the certification form will be submitted to the Chancellors Office.   That allows us to approve new courses. We revised our CCC website and CurricUNET, and I will show you at our next meeting for easier navigation. We discovered a backlog in CurricUNET, we are systematically resolving it. We are going to conduct mini-trainings at each of our meetings for CCC reps and ex-officios. We are also going to be offering some campus-wide trainings. The first one will be titled, "Dude, where's my course?" (There was a lot of laughter at this point.) I want you to know that you have a stellar group of faculty serving on the CCC. We are going to do great things.

KDD: Speaking of new websites, we don't have a new senate website, but thanks to Traci we do have some new webpages, including a new page for Ed Policies.

d. VP – Educational Policies –Chris Gold (pgs. 19-21)

The minutes are self-explanatory. I am going to point out a few things. We reviewed some specific changes to local discipline minimum qualifications. You can see them on page 20 of the packet. The Ed Policies Committee gave their thumbs up on these. Next they go to Dr. Shankweiler for consultation, then they come to the senate. Julie Land and I worked on 2 of these. The addition of the Learning Disabilities Specialist and the deletion of the

Developmental Disabilities disabled student programs. The min quals in Julie's area are some of the most complicated because of Title 5 regulations. Any questions about min quals? This is the first reading, so it will come back to us.

We also talked about student discipline procedures. If you remember in the spring, there was concern about multiple cheating by one student. Ed Policies was directed to talk about this. This opened up a lot of larger concerns about student cheating and student discipline.   There were broader concerns about more serious student behavior. A lot of faculty members felt unprepared to deal with serious behaviors with students. There's been confusion about two of the types of reports, those for discipline and those for AIMS. The loop isn't closed. There are some incidents that faculty feel threatened or verbally insulted or assaulted. They file a report, but never hear back. We are looking at ways to close the loop. These are very initial conversations. We are going to speak more with different individuals and get back to you.

e. VP – Faculty Development – Stacey Allen (pgs. 22-27)

KDD: We also have a new web site for the Faculty Development Committee. S. Allen: Hello again, please take a look at pages 22-27. You will see our minutes there from last week. We had a lot to review. You will notice item #1, we lost some people over the summer. Their schedules changed. I am back to recruit again. Remember that goal #2, as our president pointed out this afternoon, is to strengthen faculty involvement in the activities of the senate. We need bodies to join the FDC, we lost our rep for Compton, and we need more faculty involvement on our committee. Other divisions that we need represented are Business, Fine Arts, Health Sciences, Math, Industry & Technology. Any and all of you are welcome to join in on the fun. We meet next Tuesday. The next 2 pages of the packet are a summary of our activities from last year, and we accomplished quite a bit. One of the things we are most proud of is the new, annual tenure reception. That was the inaugural reception. The last 2 pages include a summary of the discussion that occurred this summer, with Dr. Shankweiler and Lisa Mednick Takami (Professional Development), Kristie, and me. We addressed concerns that were brought to the senate. The last 2 pages include the summary from that discussion. You will see some of the areas of concern that were raised here, including; insufficient input in terms of faculty and flex policies and procedures. On page 27, some issues regarding having to submit supporting documents, and the annual plans. We have provided this document for you to take a look at and see what the conversation was about. The FDC will be looking at our matrix and FAQs, so we'll get a subcommittee to take a really close look at that. Please look at this thoroughly and contact me if you have questions. Every Wednesday, we have our new Wellness Warriors Wellness Program, Walk & Roll Wednesday. Roll out and Recovery session at noon led by Kimberly Jones, our strength and conditioning coach. And then a walk in Murdock Stadium, which is very popular.   One more shout out for our "Informed and Inspired" series. Encourage your colleagues to come and see our DACA Panel on Thursday. I can't stress enough how powerful these student panels have been. We don't have the opportunity to hear our students' stories in the classroom. We invited students from the Dreamers Club to come and talk to us. They are sharing their fears and anxieties with us. What do they want us to know about them? The last slide is the Faculty Book Club. Sign up and funding is provided by the Student Equity Program. The book this semester is by Victor Rios. He was from a single parent family, he joined a gang as a teenager, in and out of prison, then on to earn a PhD from UC Berkeley. He wrote a book titled, Street Life: Poverty, Gangs, and a Ph.D. Please join us, and thank you.

f. VP – Finance – Josh Troesh

You have probably seen the announcements that have gone around, we have a new Vice President of Administration. He is going to be very positive with regards to finance and being supportive of our primary mission, which is not numbers, but students. He seems to be very focused. We are going to ty and invite him in to meet with us. The college will be working through our partnership with Compton. There is a monetary component with that partnership that has to be unraveled, and the college has been very forward-looking in trying

to not tie anything that would be permanent and would harm us here at El Camino from funds we would lose as Compton establishes independent accreditation. We want to make sure there is zero impact. Dr. Shankweiler pointed out that enrollment management could be part of that process. We probably don't have time continue our discussion from last meeting about the budget . Thank you.

g. VP – Academic Technology – Pete Marcoux

We have a Technology Committee meeting right after this one. We are going to be talking about the document management system (in excruciating details). We'll talk about Wi-Fi progress, SQO databases (I have no idea what that means). We are going to be talking about the Canvas/Colleague integration, we are still without a tool that allows our Datatel system to talk with Canvas. I do have a couple of questions for Art. We want to talk about a Google for Education account, we brought this up last semester. We want to see if ECC can have a Google for Education account alongside a Windows account. A lot of faculty have asked me because there are a lot of excellent tools that Google offers. It is the largest K-12 education software provider in the country. Some were anti Google at first, there is some warming, so we'll see what happens. Some of you might have seen some advertisements about One Drive, Microsoft. It is a tool similar to Drop Box. It is automatically tied into Windows. Your El Camino e-mail will allow you 1 Terabyte for data storage. I asked if all the faculty, as well as student computers will automatically have the One Drive installed on it. When you log in to a computer, your One Drive folder will be there. Which basically could be your hard drive. You don't have to worry about leaving something at work. One Drive is nondenominational, it works on iPads, androids, what have you. A. Ahmadpour: Will we see a sign or symbol? P. Marcoux: Right now you have to download it. I asked Art if they would do this for us. It is Office 365, you get one Terabyte. I am slowly moving away from Drop Box. You can share documents in class, it will help with collaboration. The students might get more storage. I think it is about the same as Drop Box, but I'm new to it. I just started this week.

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr (pgs. 32-35)

The ALC Committee is still finishing up last year's ILO, Community and Personal Development. We are planning the Information Literacy ILO. This won't involve as many faculty as previous ILOs. The status reports came out for Spring. Out of 524, we have 400 SLO's completed. That is 77%. We are shooting for 100%. If you still have anything due, put it in Tracdat as soon as you can. The due date has passed, but we are making progress. The Program Review Committee is reviewing PR's every week this semester. I am going to send out something soon for people who have Program Review for next year. I will send out some early notices. We have had people in the past tell us to remind them to start early.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I will be really fast, because nobody wants to hear from me, they all want to hear from the new VP. I am working on Guided Pathways, Accreditation, Enrollment Management, Curriculum, and hiring. BAM! Someone has mentioned all of this already. KDD: Don't forget acting Superintendent/President. Dr. Shankweiler: I want her back.

Ross Miyashiro – VP of Student Services

KDD: Please join me in welcoming Ross Miyashiro. R. Miyashiro: I am excited to be here. I do have an introduction piece that is going out to my division, I will make sure I send it to Kristie so she can send it out to all

of you. In a nutshell, my biggest vision is to make it super easy for students to attend El Camino College and support the faculty in the learning process. The President of Valencia College says, "Colleges are meant for learning, not FTES". If students learn, all the other stuff comes with it. Student Services will figure out how to make applying easy, financial aid easy, and provide wrap-around counseling. I am in the midpoint in my career, I've served 16 years in the CSU's and 16 years in the Community College system. I have been at 3 CSU's, and this is my 3rd Community College. I was a founding member of Monterey Bay CC, started my career at San Bernardino. I worked in the CC Chancellors Office, I moved on to Long Beach City College. I worked at Coastline College, which is primarily an online college, with 3 separate campuses. I am so happy to be here, this is a new, exciting adventure.   I have looked over your schedule, the curriculum is expansive.   I can't wait to get out in the community and help El Camino be a better member of the community from all aspects. I know Jean and the President have already done that.   It is my turn to spend some nights out, I have already told my wife.

E. UNFINISHED BUSINESS

None

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies; AP 7160 Professional Development.

SSSP/SE/BSI Integrated Plan Timeline

I. PUBLIC COMMENT

Carolee Vakil-Jessop: The Federation is having some general meetings in the Alondra room. Tuesday, 9/26 from 1-2:00 pm and Wednesday the 27th, from 5-6:00 pm. Leadership from the California Federation of Teachers are coming. We know there are issues, we are trying very hard to represent you. We are training a lot of people. CFT wants to talk to the faculty to get better leadership. We need help. There is a lot to do and a handful of people to do it. There are things that overlap and we need help! Please, if you can help us in any way, we appreciate it. We are setting some goals and we are starting preparations for negotiating now. We will be sending out a survey to part-timers about issues soon. We need the Contract Writing Committee going, and we need a chair for that. (There was a question about our contract and if we had received it yet.) Dr. Shankweiler: Is it a physical document? C. Vakil-Jessop: NO, it will be online. That will make it easier to search for something.

J. ADJOURN
The meeting adjourned at 1:51 pm
TG/ECC Fall 17

Faculty Development Committee Meeting
Minutes for Tuesday, September 26, 2017
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.

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Present)	(AB)	Counseling
Briita Halonen (Present)	(BH)	Humanities
Analu Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Excused)	(SO)	Humanities
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (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)

1. Welcome & Introductions
The FDC enthusiastically welcomed our newest member: Analu Kameeiamoku Josephides, MLISc, Assistant Professor/Lead Reference Librarian, Librarian Liaison – Health Sciences and Athletics and Fine Arts. We are thrilled to have Analu join the team! ♩ (SA) reported that she has contacted the division deans of Business, Fine Arts, Health Sciences & Athletics, Industry & Technology, and Math in hopes of recruiting new members from these underrepresented divisions.

2. Faculty Book Club
(SA) reported that 14 faculty have registered for the Faculty Book Club which will hold its first meeting this Friday (9/29) in the TLC. SEP has generously provided funding for *Street Life: Poverty, Gangs, and a PhD* by Dr. Victor Rios. Dr. Rios was raised in a poor, single-parent home, joined a gang as a teenager, and was in and out of prison until he turned his life around and earned a PhD from UC Berkeley. The book provides valuable tools for faculty teaching about particular social issues such as abuse, violence, and poverty.

3. Informed and Inspired: Lunchtime Faculty Development Series
(SK) reported the 9/21 session, "A Day in the Life of an ECC DACA Student," was very successful. The panelists shared their compelling stories to a packed house of faculty eager to listen and ask questions. English professor and attorney, Jeff Jung, was in attendance and provided clarity on legal issues pertaining to DACA. (SK) noted the challenges securing students to serve on the panel and (EU) commented that some students may be reluctant to identify their immigration status in such a forum. (LMT) shared a similar situation she experienced while serving as a Puente mentor at Harbor College. (CS) inquired about faculty who may be DACA recipients.

(AJ) reported that he created a book display in the library last fall which included books specifically about immigration. This provided an excellent opportunity to raise awareness and provide resources. He will consider developing another display this year. (EU) suggested providing a list of

recommended readings related to the display. (AJ) will consider developing a list and sending to the listservs. (BH) suggested collaborating with Puente counselors for feedback on the reading list.

(EU) provided an update for the I & I October series, "What ESL Students Wish Their Instructors Understood," which she will coordinate with Allison Carr. (EU) and Professor Carr will conduct a presentation on 10/5 to address what is involved in learning a new language and how to value what ESL students bring to the classroom rather than focusing on deficits. The 10/19 meeting will include a panel of 4-5 ESL students and will provide an opportunity for faculty to gain a better understanding of why the students have chosen to come to ECC and the unique challenges they may be facing as ESL students.

4. Outstanding Adjunct Faculty Award (OAFA)
(SA) reported the call for OAFA nominations was sent to the listservs last week. Nomination submissions are due by October 13th. (SA) encouraged FDC members to consider nominating a deserving adjunct colleague and to encourage others in their departments and divisions to consider doing so as well. (MS) inquired about posters to disseminate in division mailrooms. (SA) will send the nomination flyer as a PDF to the FDC to print and post in appropriate area.

(SA) reported that last year's OAFA recipient, Dustin Black, has agreed to serve on the selection committee. She will invite Dr. Gloria Miranda, Dean of BSS, and Bryant Odega, ASO Director of Academic Affairs, to also serve on the committee. In addition, she will invite a faculty member from the PRIDE Leadership Academy to participate.

(LMT) reported that the Innovation Center is currently closed due to flooding and asbestos abatement.

5. FDC Subcommittee
(SA) thanked Britta Halonen, Claudia Striepe, Evelyn Uyemura, and Carolee Vakil-Jessop for agreeing to serve on the FDC Subcommittee. The subcommittee will meet next week in order to review and revise the flex matrix and FAQs and to develop a faculty-based review process.

(SA) reported that she and (LMT) attended a webinar last week to review a new flex reporting system to replace the current system, PD Reporter. Committee members were asked to consider features of the current system that could be improved with the implementation of a more sophisticated and user-friendly system. Customer service and technical support, among other things, will be key issues to consider as new systems are explored.

6. Fall Professional Development Day Evaluation Results
(SA) provided results from the Fall PD Day evaluation survey for members to review. Members were asked to provide feedback concerning the results at the next FDC meeting on 10/10.

(AJ) inquired about a workplace wellness program at ECC and explained that he was previously involved with Workplace Wellness@Your Library and would be interested in doing something similar at ECC, including a newsletter and partnering with others on campus. (SA) noted we've just begun Wellness Warriors and are piloting two activities on Wednesdays – Roll Out Recovery with Kim Jones and a weekly walking tour, with hopes of expanding the program in the future. (MS) noted it would be ideal to hold activities during the College Hour to attract more faculty.

Meeting adjourned at: 1:42

SA/9.26.17

El Camino Community College
Planning and Budgeting Committee Fact Sheet

STATEMENT OF PURPOSE

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.
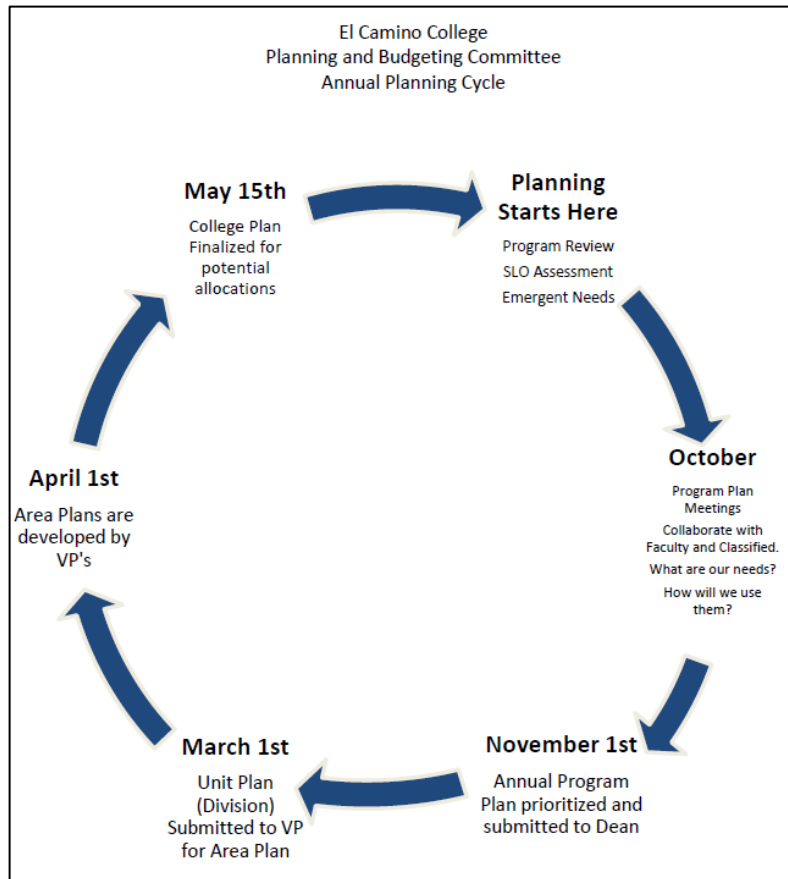
Strategic Initiative – C – Collaboration

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Reporting Structure: President/Superintendent
Committee Chair: Rory K. Natividad, 6th year
Representation: Consists of one member and an alternate: Academic Affairs, Academic Senate, Administrative Services, Classified Union, Faculty Association, Police Officers Association, Student Organization, Student Services

Goals: Annual goals are developed in collaboration with members and awareness of the educational master plan and strategic initiatives.

Accomplishments: Annual goals, comprehensive activity calendar, consistent and collaborative communication, integrated planning, website, unanimous approval of final budget,

El Camino College
Planning and Budgeting Committee
Annual Planning Cycle

May 15th
College Plan Finalized for potential allocations

Planning Starts Here
Program Review
SLO Assessment
Emergent Needs

October
Program Plan Meetings
Collaborate with Faculty and Classified.
What are our needs?
How will we use them?

November 1st
Annual Program Plan prioritized and submitted to Dean

March 1st
Unit Plan (Division) Submitted to VP for Area Plan

April 1st
Area Plans are developed by VP's

Annual Topics:
- Annual Planning
- Enrollment
- Evaluation
- Final Budget
- Fiscal Accountability
- Goal setting and measuring
- Institutional effectiveness
- Integrated planning
- Planning Summit
- Tentative Budget

Committee Reports
- Educational Master Plan
- ECC Foundation
- Financial Aid
- Facility Steering
- Hiring
- Legislative updates
- SSSP / Equity
- VP Areas reports and highlights

Facilitator: Rory K. Natividad   Notes: Linda M. Olsen

STATEMENT OF PURPOSE

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Strategic Initiative – C – Collaboration

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members

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

Alternate Members / Support

- ☐ Babs Atane – Support
- ☐ Kristie Daniel-DiGregorio – Support
- ☐ Janice Ely – Support
- ☐ Brian Fahnestock – Support
- ☐ Irene Graff – Support
- ☐ Jennifer Gutierrez - Alt. ASO
- ☐ Kelsey Iino– Alt. SCA
- ☐ Art Leible – Support
- ☐ Ruben Lopez - Alt. Police
- ☐ Jane Miyashiro – Support
- ☐ Ross Miyashiro – Support
- ☐ Jean Shankweiler – Support
- ☐ Luukia Smith – Alt. ECCE
- ☐ Michael Trevis – Alt. Adm.
- ☐ Steve Waterhouse-Alt. Mgmt/Sup
- ☐ Carolee Jessop-Vakil – Alt. ECCFT
- ☐ Vacant - Alt., Ac.   Affairs
- ☐ Vacant – Alt. Ac. Sen

AGENDA

1.	Minutes 9/7/17	R. Natividad	1:00 P.M.
2.	PBC Evaluation Preparation	R. Natividad	1:10 P.M.
3.	PBC Mission and Goals review	R. Natividad	1:20 P.M.
4.	College Plan Review	Group	1:30 P.M.
5.	Faculty Hiring Process	J. Shankweiler	1:40 P.M.
6.	Accreditation	J. Shankweiler	1:50 P.M.

Committee Funds and Financial Terms Glossary

General Unrestricted	Fund 11
General Restricted	Fund 12
Compton Center Related Activities	Fund 14
Special Programs Compton Center Partnership	Fund 15
STRS/PERS	Fund 16
Student Financial Aid	Fund 74
Workers Comp.	Fund 61
Capital Outlay Projects	Fund 41
General Obligation Bond	Fund 42
Property & Liability Self-Insurance	Fund 62
Dental Self-Insurance	Fund 63
Post-Employment Benefits Irrevocable Trust	Fund 69
Bookstore	Fund 51

WSCH = Weekly Student Contact Hours
BOGFW = Board of Governors Fee Waiver
FTES = Full Time Equivalent Students
FTEF = Full Time Equivalent Faculty
COLA = Cost of Living Adjustment
OPEB = Other Post-Employment Benefits
FON = Faculty Obligation Number

* A complete list is available in the annual final budget book.

Planning and Budgeting Committee
2016-17 Goals

PBC Goals 2016-17 for discussion:
1. Develop an action plan utilizing the college wide evaluation of planning and budgeting process. The evaluation was conducted last year.
2. Review and approve the Comprehensive Master Plan to ensure that they are:
   a. Supportive of the Mission and Strategic Plan,
   b. Integrated with other college planning and budgeting,
   c. Implementable, and
   d. Achievable.
3. Evaluate the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Review and improve upon the yearly activity calendar.
5. Provide a professional development opportunity for faculty and classified.
6. Seek evidence of constituent group PBC communications in an effort to improve the understanding of committee efforts throughout the campus.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 7, 2017

_____

MEMBERS PRESENT

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

Other Attendees:
Alternate Members:
Support: I. Graff, J. Miyashiro, J. Shankweiler, C. Jessop-Vakil

_____

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

Approval of the August 17 and August 23, 2017 Minutes
1. The minutes of August 17 and 23 were presented to the committee for approval.
2. The minutes were approved as presented and will be posted to the website.
3. It was announced the information on the college recommendations (50 page document) for this year will be distributed electronically to everyone after the meeting today.

Enrollment Update – J. Shankweiler (handout)
1. It was noted on the enrollment update for September 5, we are only 11 FTES away from where we were last fall. Historically for the last three years out FTES has been decreasing each fall. The FTES goal for the year is 19,510 FTES. We had a goal for fall of 8,654 FTES but currently we are 367 of reaching that goal. The fall goal is based on last fall's FTES (8,580) plus a one percent increase. The reason it is based on this one percent increase is because we are planning for three years ahead and make 20,000 FTES by 2020 to make up for Compton leaving.
2. In summer 2017 we were low by 350 FTES. It has been requested of the deans to add more sections to the winter 2018 session.
3. There will be a bump in FTES as positive attendance is under projected. Second eight-week courses also figure into this total.

Strategic Planning Committee – I. Graff
1. On a related topic, the Annual Planning process will resume shortly. The difference with this new master plan is it will be implementable. In terms of ensuring the plan is implemented, the Strategic Planning Committee will be reconstituted. The committee will be chaired by R. Miyashiro and President D. Maloney. The committee will be kept small to ensure high faculty participation. There will be an increase in the student and classified representatives.
2. The Strategic Planning Committee will be charged with reviewing the next Strategic Plan (the mission vision and strategic initiatives).
3. It was noted the training sessions in the past were not well attended and ended up being more one-on-one sessions of training. To help with training purposes in the future, videos will used as a resource along with the one-on-one sessions.

College 2017-18 Recommendations – J. Shankweiler

1. The college recommendations were presented and reviewed. It was noted some of the descriptions were complete because of the format of the spreadsheet. It was suggested to go to TracDac to view the full descriptions of the various items as the spreadsheet did not show everything.
2. It was noted you can now look at the title and see where things originated from. The title needs to be used as it provides a history. Color coding is now being utilized and helps to show how the various items relate to the funding sources. The color coding was given a brief overview. It was noted an update of the recommendation report will be sent out to show the items for $360,000 for safety upgrades.
3. It was clarified that if the item is listed, the item is funded. Two exceptions were mentioned. Facility requests still need to be discussed to see if the requests are feasible. Facilities needs to determine if requests can be completed for the amount of money requested. The amount of money under the Facilities area could very easily change. The next area that has an exception is under instructional equipment. There is money under the 2015/16 year which still has not been spent. Block grant money from last year and this year are also not spent. There may be more instructional equipment items which could be approved.
4. Once the corrected copy of the recommendations has been distributed, this subject will be brought back to the PBC for further discussion.
5. It was noted the approved items need to be sent to the Business Office so account codes can be assigned. Currently the person who use to assign the account codes has retired so it make take a few weeks for the deans to receive their account codes.

Updates

1. A brief update was given on hiring. Both new vice presidents (Administrative Services and Student Services) were approved by the Board of Trustees. They will both start on September 18.
2. The Financial Aid Department has been invited to come and give an update to PBC. PBC will also be working on their annual evaluation from September to October. The Mission Statement and vision will also be reviewed and discussed.

Adjournment – R. Natividad

1. The meeting adjourned at 1:26 p.m. The next meeting will be held on **September 21, 2017** at 1:00 p.m. in the Accounting Conference Room.

RKN/lmo

Assessment of Learning Committee (ALC)
Monday, May 8, 2017
COMM 109 - 2:30pm to 4:00pm

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

Recorder: Isabelle Peña

Attendees:

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

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

Guest: Dr. Jean Shankweiler, Vice President – Academic Affairs

<u>MINUTES</u>

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

I. **A. Approval of Minutes**

Joshua R. moved to approve the minutes for the 4/17/2017 ALC meeting; motion was seconded by Merriel W. Motion was carried.

II. **Reports**

A. <u>Community and Personal Development ILO</u> – *Jenny Simon*

1. At the last ALC meeting, we talked about using a three-pronged approach to assess this ILO: Utilization Data, SENSE and CCCSE Surveys, and a Short Survey.
   a. Utilization Data is almost complete. Jenny S. still needs to contact one person to get some more data.
   b. SENSE and CCCSE Surveys: Joshua R. is going through each individual question in the categories that were discussed in previous meetings but SENSE and CCCSE also have aggregate scores that they produced that follow alongside the categories that we are interested in, and those are national benchmarks which compare us to other similar schools across the nation.
   c. Short Survey/Questionnaire *(See attached handout)*:
      § Jenny S. stated they are still working on this. Students in 4 sections of John Mufich's course were asked to fill out the pilot survey.
      § Claudia S. asked to correct "Learning Resources Center (LRC)" to "Library Learning Resource Center (LLRC)" under the list of services/programs. Jenny S. also stated that the list of services and programs may change.

§   Joshua R. stated that we got some thorough responses for the usage of programs and services. For the final questions (#6 and #7), half or more left that question blank (both the rating and the fill-in). Jenny S. suggested to replace the last two questions with "To what extent do you feel that El Camino College has helped in your *personal development*?"—remove "community" in the question, since students may not know what we mean by "community" (i.e. there are several types of communities—El Camino community, Art community, Writing community, etc.) and to also move the question to be after #3 instead of at the end of the questionnaire. ALC members agreed to make this change. May still need to change the wording of the question.

§   At the last meeting, it was suggested that we list categories of the services and programs, instead of a listing the individual programs; however, this is hard to do (some programs are hard to categorize) and maybe it would be better if someone in Student Services, who has the expertise, can provide us with the categories for the survey. Merriel W. stated that students may not know what the services are if we just put categories. Claudia S. suggested separating Academic (Puente, MESA, etc.) vs. non-Academic (Veterans, Health Center, etc.); Jenny S. stated that it's hard to separate them because some fall under both.

§   Merriel W. asked to add "Women In Technology" to the list of programs; Jenny S. asked the ALC members to think about programs in their departments that are not on the list and let her know if they need to be added.

§   Claudia S. suggested that the Library Learning Resource Center, Tutoring Center, and Basic Skills Study Center should be listed separately. Jenny S. asked ALC members that if they see where categories can be combined, to let her know, because that would be even better.

§   Claudia S. asked why we ask for the student ID number; Jenny S. stated that we ask for this information so that it would help with disaggregation (e.g. can be linked to ethnicity, Veteran status, etc.)

§   Jenny S. will finalize the survey and work with Joshua R. to get the survey out to students by the end of this semester.

B.   <u>Information Literacy ILO</u> – *Russell Serr/Jenny Simon*
     (See attached handouts.)

1.   The 2013 Information Literacy Report was distributed at the meeting. This is the first time we have assessed this ILO. Russell S. also looked at different colleges online. Some other colleges combined this with Critical Thinking; they folded them into other ILOs; some of them have rubrics like we did with our Communication ILO.

2.   We used the SAILS test before; there are some benefits to using the SAILS test again—the drawback is that it costs money, so we would have to see if we have money in budget if we were to use this test again. The last time we used this test, it cost us $4 per test and we spent approximately $1,400. Now it costs $5-$6 per test. Russell S. asked Dr. Jean Shankweiler if we have the budget to spend to administer this test. She stated that she will check and will get back to Russell S. Joshua R. stated that it is a contract with the company who administers the test. Russell S. asked the ALC members if we want to use the SAILS test alone or do we want to add something to it.

3. Claudia S. stated that when we assessed this ILO in 2013, in addition to the SAILS test, we compiled a survey to see where faculty stood on Information Literacy, how faculty implemented Information Literacy. Jenny S. stated that it would be good to get data

from the 2013 survey in addition to the results of the 2013 SAILS test. Joshua R. stated that Irene Graff worked on this the last time so he will ask her.
4. This is our ILO assessment for next year (2018) and we are currently in the planning stages—the earlier we plan, the better chance of getting useful and meaningful results from the assessment. Fall 2017 semester is when we will start planning for this assessment and give the survey/test in Spring 2018 semester.

C. <u>TracDat - Standard Met/Partially Met/Not Met</u> – *Janet Young*

1. Janet Young suggested adding another selection to this assessment category: Partially Met or Almost Met; this would cover those assessments where the results have not reached the minimum Standard and Target for Success, but have come really close to it.
2. Janet Y. shared some examples from her Childhood Education program—examples showing that the final percentage came within 10% or less of the minimum Standard and Target for Success percentage. If we were to add 'Partially Met' selection in addition to 'Met' and 'Not Met', it would give us an indication of how many SLOs are very close to meeting the Standard and Target for Success.
3. Discussion:
   § Russell S. stated that from doing the assessment workshops, quite often, faculty have entered assessments where they almost made the Standard and Target for Success but because they fell a couple of percentages below, they have to enter 'Standard Not Met'.
   § Some comments:
     - What difference does it make?
     - Doesn't think 'Partially Met' serves a purpose; you either met your Standard of Success or you didn't.
     - Could be a morale thing for the faculty assessing the SLOs.
     - It might send a positive message to the faculty.
     - 'Partially Met' could show more gradations for success.
     - This is the solution for that small group of faculty who may misinterpret what the goals are for SLOs/PLOs and are concerned about having to put 'Not Met' on their assessments; adding 'Partially Met' would make them feel better.
     - Claudia S. asked if the ACCJC looks at this data. Russell S. stated that anyone can look at our assessments since they are public information. Dr. Shankweiler stated that every ACCJC team is different; however, at the last ACCJC team she was on, they weren't looking to see what the results were—they looked more into the fact that the SLOs are being assessed, they are getting results, that the work is being done and reports posted online. She stated that if we set a standard for the 'Partially Met', it would have to be within a certain percentage of the minimum Standard for Success. Jenny S. suggested 5%.

- **§** Janet stated that one thing that is missing in TracDat is any kind of quantitative data that we can capture; recommended adding a box to enter the overall percentage of the SLO results; Jenny S. stated that she proposed this at the last meeting so that we can enter the average of all SLO results from each section of a course.
4. Consensus of the ALC: No on the "Partially Met"; Yes on the percentage box.

D. <u>**Degree/Certificate Alignment Grids**</u> – *Russell Serr*

Last time we talked about the need to align courses to degrees and certificates.

1. Certificates are easy. You just take the courses that are required and put them on the grid and align them.

2. Degrees are a little bit more complicated because of General Education course requirements. Hoa P. looked at other colleges to see how they have done their alignment of courses to degrees.
3. Russell S. will play around with some certificate alignments over the summer and will put together some kind of model for aligning courses to certificates. For now, we will start with certificate alignment. Janet Y. stated that some certificate alignments (like Fine Arts) are more complicated because they have a lot of class choices in their certificates. Russell S. stated that Dipte Patel (Dean of Counseling) had talked about aligning with areas instead of the courses. He will talk to Dipte Patel again. If anyone has any ideas on how to do the Degree alignment, let Russell know.
4. Vince P. asked why we are doing this. Hoa P. stated that it was a recommendation from the ACCJC during their visit at the Compton campus. Russell stated that no one from the ACCJC has asked us to do this yet. However, we should be proactive.

E. <u>**Additional Information for Facilitators**</u> – *Russell Serr*

Russell S. gave out some information for the Facilitators who cannot be at the Facilitator Meeting tomorrow.

1. Russell S. will be distributing assessment status reports; for SLOs, we are close to 100% complete but for PLOs, we still have a long way to go so we need to encourage the faculty to get those assessments done because when they get uploaded to the website; you don't want your Course SLO or Program PLO to show as a blank report.
2. In a couple of the divisions, we have been asked to remove certain SLOs from the timeline because those courses have been inactivated when, in fact, they have not been "officially" inactivated—they may be courses that have not been taught in a long time or courses that are slated to be inactivated. If a course has not been taught in 3 years, it needs to be inactivated; if a course needs to be inactivated, faculty must go through the process of inactivation through their Division Curriculum Committee. Course SLOs cannot be removed from TracDat or the assessment timeline unless they have been officially inactivated by the College Curriculum Committee. He will go over the process of inactivating a course at the Facilitator Meeting.

III.   Next meeting – May 22, 2017

Update: Meeting was cancelled.

IV. **Adjournment:** Meeting was adjourned at 3:45 p.m.

SPRING 2017 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109 March 13 (LIB 202) April 17 May 8 May 22 (Cancelled)	Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119 March 14 April 18 (Cancelled) May 9 May 23	TracDat "Working" Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines 4-Year Timeline Worksheets (2017-2020) Due June 1, 2017

Attachments:
Questionnaire for ILO (Community and Personal Development), DRAFT 3/15/2017 (2 pages)
Information Literacy 2013 Assessment Report (6 pages), Rubric (1 page), and SAILS Test (1 page)

ALC-Meeting-Minutes_2017-05-08.docx

Questionnaire for ILO (Community and Personal Development) (DRAFT 3/15/2017)

1. What is your student ID number?

2. What is your major? [are there codes / or a menu?]

3. Which of the following student support services or programs have you used or participated in? For the services or programs that you have used, please indicate how satisfied you were on the row next to the name of the service or program.

Name of Service / Program	Very satisfied	Somewhat Satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied	Never Used
Associated Students Organization (ASO)						
Basic Skills Study Center						
CalWorks/ CARE/EOPS						
Career Center						
Clubs / ICC (Inter-Club Council)						
Counseling						
Financial Aid						
First Year Experience						
Foster Youth Program						
Health Center						
Honors Transfer Program						
International Student Program						

I-Tech START Center					
KEAS Program					
Learning Resources Center (LRC)					
Math Study Center					
MESA					
Project Success					
Puente Project					
Reading Success Center					

RISE Center					
Scholarships					
Special Resource Center					
Supplemental Instruction					
The Opportunity Project (TOP)					
Transfer Center					
Veteran Resource Center					
Writing Center					

4. To what extent do you feel that El Camino College has helped in your development as a student?
§ Very much
§ Somewhat
§ Neutral
§ Not very much
§ Not at all
5. Which academic experience in particular has influenced your development as a student?

_____

6. To what extent do you feel that El Camino College has helped in your development as a member of the community?
§ Very much
§ Somewhat
§ Neutral
§ Not very much
§ Not at all
7. Which experience in particular has influenced your development as a member of the community?

Final Report October 2013

Assessment of Institutional Learning Outcome (ILO) VI: Information and Technology Literacy

Assessment conducted and Report prepared by team Graff, Striepe, Kushigemachi, Daugherty, Young, Hobbs

Co-Chairs Claudia Striepe and Irene Graff were given the task of assessing ILO VI: Information and Technology Literacy in Dec 2012. A team of facilitators will assist the co-chairs. This heralded a new approach to the task of ILO assessment. ILO "facilitators are appointed for core competencies. [They will] be in charge of goals and figures and how to assess technology. We [ALC] will help them if they need help... The task groups would be the experts in core competency" *Assessment of Learning Committee (ALC) Minutes Dec 10, 2012.* The ALC wanted to see whether a team of faculty intimately concerned with the ILO could come up with alternative approaches to ILO assessment to improve the usefulness of assessment outcomes.

Team: Seth Daugherty (Library/LRU), Charles Hobbs (Compton), Scott Kushigemachi (Humanities), Rica Young (Distance Education)
Irene Graff (institutional Research) Claudia Striepe (Library/Learning Resources Unit) **Team Co-Chairs**

Process:

Co-Chairs Graff and Striepe met during the Winter session to finalize a team that would have the necessary expertise and interest in the ILO, and would be representative of the campus. The co-chairs also discussed possible assessment instruments. A list of background reading resources for the team members was compiled.

The team members were contacted and meetings for the next semester scheduled.

At the first team meeting, we looked at the definition of ILO (ex-core competency) VI **Information and Technology literacy "Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use."**

The team felt the definition is a bit vague, and a later survey of faculty (culled from a list of faculty who had rated Information & Technology Literacy highly) bore this out. We decided to move ahead with assessing information and technology literacies used for accessing, storing, retrieving , and presenting information, rather than technology literacy involving special equipment/programs for vocational/career programs (Fire-fighting, Radiology, telescopes).

El Camino College   1   Core Competency VI—2013 Assessment

The Team brief was to conduct a campus-wide assessment of the ILO and to report out to the campus at large and the Assessment of Learning Committee (ALC) on the assessment results at the 2 campuses.

We used the aforementioned list of faculty who had rated Information Literacy highly as our testing/evaluation pool.

On contacting faculty to either participate in the survey, or volunteer their classes for assessment, we encountered a high level of interest, cooperation and active participation which was very encouraging and gratifying.

Various assessment methods and tools were investigated and the team finally settled on the SAILS assessment, a nationally benchmarked tool which also offered the opportunity to include some campus specific questions. Funding was sought and granted for the test at an approximate cost of $4 per student. SAILS assessment was conducted either in-class, or, more often as an extra project conducted out of class hours, labs on campus were also made available to students to take the assessment out of class hours, but it seems most students did it at home. In most cases some form of extra credit was offered for taking the test which took an average of 50 minutes to complete.

It was also felt to be beneficial to have faculty from various areas on the ILO team as the various faculty could seek support from peer faculty within varied divisions.

Early objectives were

- To assess where ECC and CEC students place when assessed against peer students/colleges
- To get useful data from a valid assessment instrument that will provide meaningful data that can be used to improve teaching and services to students.
- To survey faculty to gauge their understanding of Information and Technology Literacy, and to see how/if they currently teach the concept in their classrooms
- To offer recommendations re: advice, training, best practices to faculty for their continued teaching of the concepts

Assessment results would be presented at fall Flex Day, and presented and discussed at the Assessment of Learning Committee to determine next steps after results were reported and recommendations reviewed.

El Camino College   2   Core Competency VI—2013 Assessment

FACULTY SURVEY:

Although we were assessing and measuring student performance of the ILO directly, we realized that, because this is an institutional outcome, faculty understanding and performance and administrative support should also be assessed and measured.

Do faculty understand the ILO as defined and how do they demonstrate this understanding in conveying the concepts to students?

Using similar surveys from other colleges as a guide, the team manufactured a survey that was given to faculty who had mapped high interest in the Information Literacy ILO and we received 60 responses from the ECC and CEC campus, with most coming from ECC.

On examining the survey we found that there was a divergent interpretation of the Information and Technology Literacy ILO definition and that some faculty interpreted it more broadly than was intended to include specific technology literacy. Some faculty took the ILO to mean literacy in specialized machinery/programs for specific jobs and careers – like XRay machines, statistics and music composition software and so on. This was felt by the team to be a bit beyond the scope of the catch-all definition and a recommendation would be to make the Information Literacy ILO definition clearer, and/or to add another ILO that would encompass specialized career competencies.

Does administration provide the support to teach and measure the ILO?

Administration provides avenues for faculty and staff development and training, and the Office of the Vice President Academic Affairs provided monies for the student assessment instrument SAILS, so the administration could be said to support faculty in teaching and measuring the ILO.

Some Findings from the Faculty Survey:

- Most faculty require the use of information literacy skills for assignments
- Teaching of Information literacy concepts was either entrusted to Library staff, self-taught by faculty (the vast majority), online videos used to illustrate the concepts, other campus resources like the LRC, the Writing Center, tutors, etc. are used.
- Many faculty indicate they have the time to teach the broad basics of information literacy themselves in the classroom
- Faculty showed an interest in attending brown bags/lectures/workshops for their own improvement in this area
- ESL teachers noted the additional language barriers to foreign students understanding the concepts

- The list of technologies students need to be literate in vary widely from the general to the particular. The Etudes software for Distance Education class use is of particular interest for student success in this area.
- Faculty showed an interest in referring students to out of class brown bags on the topic - perhaps for extra credit.
- Faculty seem aware of student shortcomings in the area of information literacy.
- Faculty are especially concerned about plagiarism.

SAILS (Standardized Assessment of Information Literacy Skills) STUDENT ASSESSMENT:

The SAILS test is described as follows:
The Standardized Assessment of Information Literacy Skills (SAILS) is a knowledge test with multiple-choice questions targeting a variety of information literacy skills. Questions on the SAILS test are based directly on two documents authored by the Association of College and

Research Libraries: (1) *Information Literacy Competency Standards for Higher Education: Standards, Performance Indicators, and Outcomes;* and (2) *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* (see Appendix F). In those documents, each of five information literacy competency standards is expanded to include performance indicators, outcomes, and objectives. The SAILS test questions are derived from the outcomes and objectives. ACRL Standard 4 is not included in the SAILS test.

Project SAILS has taken an additional step and rearranged the outcomes and objectives from the ACRL documents into eight skill sets. This report gives detailed results for the eight skill sets and more general results for the four ACRL standards. The SAILS item bank has 161 items in United States - English. The 161 questions are broken down within the eight skill sets as shown:
1. Developing a Research Strategy 32 questions
2. Selecting Finding Tools 18
3. Searching 27
4. Using Finding Tool Features 14
5. Retrieving Sources 15
6. Evaluating Sources 21
7. Documenting Sources 14
8. Understanding Economic, Legal, and Social Issues 20

ECC and CEC classes numbering 367 students, took this nationally benchmarked test and scored as follows (note: detailed analysis can be found in the SAILS report available on MyECC under Areas>Institutional Effectiveness>Learning Outcomes>Institutional Learning Outcomes).

Summary of Results

Students at El Camino College performed better than the institution-type (2-year college) benchmark on the following SAILS Skill Sets:
- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

In other words: ECC/CEC scored above average on all eight skill sets.

To identify which skill sets were easier and which were more difficult for El Camino College students, below are the skill sets **ordered by performance, from best to worst.**
1. Understanding Economic, Legal, and Social Issues (Best)
2. Developing a Research Strategy
3. Searching
4. Documenting Sources
5. Evaluating Sources
6. Selecting Finding Tools
7. Using Finding Tool Features

8. Retrieving Sources (Worst)

Our recommendation would be to reinforce concepts in all areas for faculty and students and to concentrate efforts on the areas where students scored worst, assuming that this may be where faculty weakness in understanding also occur.

FINAL RECOMMENDATIONS:

1. Redefine the Information and Technology Literacy ILO definition to make the scope of assessment clearer.
2. Provide more training for faculty on the principles and concepts of Information literacy so that all faculty have a core common understanding of the basics of what students need to know in this area. Especially for faculty who choose to teach the concepts alone without the expertise/aid of other campus resources like the Library. Training could be in the form of brown bags, flex day presentations, faculty-produced videos online, outside webinars, and could be driven by individual faculty or departments or Faculty and staff Development Committees.
3. Market these sessions and initiatives more, using platforms like Faculty/Staff Development Committees, Flex Day offerings, Division meetings, Academic Senate.

El Camino College   5   Core Competency VI—2013 Assessment

4. Provide a library of peer faculty assignments and lesson plans that illustrate peer ideas used to teach and assess information literacy in the classroom. Peer faculty could freely use/adapt these ideas and plans for their own classroom use, again helping to standardize what is being taught in the area across campus.
5. Continue to assess student performance in the area of Information and Technology Literacy to see whether the college and students maintain current skills levels or whether skills improve/decline and adjust strategies/training accordingly.
6. Concentrate training and teaching in the Information Literacy skills areas where students performed the lowest.
7. Have the entire college adopt (where applicable) a Consistency Project approach, like that adopted by the Humanities Division, that encourages a knowledge and use of varied information resources and tools for research.
    http://www.elcamino.edu/academics/humanities/CollegeConsistency.asp
8. Encourage library orientation visits for more college classes. The librarians give a broad overview of information resources available through the ECC library, demonstration of their basic use, and provide supplementary student help via online videos, Ask-A-Librarian email reference services and in-person reference help.
9. Encourage the formation of a pre- Distance Education enrollment skills class in the use of computer technologies, especially Etudes, necessary for improved success in a Distance Education class.
10. Continue the use of inter-department/Division pairing and cooperative ventures, like the embedded librarian pilot with Humanities faculty, and Learning communities.

11. Link as many as possible of the useful aids for students to the Distance Education Etudes sites, and include a module on Information Literacy into Etudes for faculty training.

Information Literacy ILO Team/Oct 2013

El Camino College   6   Core Competency VI—2013 Assessment

Information Literacy Rubric

GE/Institutional SLO **INFORMATION LITERACY**

Definition: *The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.* – The National Forum on Information Literacy. **NOTE** about using the rubric: Evaluators are encouraged to assign a zero to any work sample that does not meet the emerging level.

	0	1 Emerging	2 Developing	3 Proficient	4 Exemplary	Notes, comments, trends, etc.
Know: Students will define their information needs.		· Cannot formulate a topic, research question, or thesis based on an information need	· Defines the scope of the topic, research question, or thesis incompletely (parts are missing, remains too broad or too narrow, etc.)	· Defines the scope of the topic, research question, or thesis completely · Can determine key concepts	· Has a well-developed and engaging topic, research question, or thesis	
Find: Students can access Information.		· Retrieves information that lacks relevance and quality	· Selects information sources which only partially relate to research question · Retrieves relevant information from limited and similar sources	· Utilizes types of information (sources) that relate to key concepts or answer the research question · Retrieves relevant information from a variety of sources	· Uses extensive and relevant sources by experts within a discipline · Retrieves relevant, quality information from a variety of sources · Demonstrates ability to refine search and sources	
Evaluate: Student can evaluate information critically.		· Uses sources that are not timely, accurate, relevant, or credible	· Uses some appropriate sources but chooses others which are not suitable for academic work · Uses sources that reflect a bias and are not balanced	· Selects sources that are appropriate for academic work · Uses timely and credible sources which demonstrate a variety of viewpoints · Identifies and evaluates information	· Compares and evaluates information according to specific criteria appropriate to the discipline · Analyzes own and other's ideas and work thoroughly · Evaluates the relevance of contexts	
Use: Student uses information to accomplish the planned objective.		· Communicates information from sources, but the information is fragmented/used inappropriately (misquoted, taken out of context, or incorrectly paraphrased) · Does not achieve the intended purpose	· Communicates and organizes information from sources, but does not synthesize information so that the intended purpose is not fully achieved.	· Communicates, organizes, and synthesizes information from sources and achieves intended purpose	· Expands on conclusions from sources and is able to clearly communicate ideas	
Follow Ethics: Student uses information ethically, documents information; observes copyright laws.		· Uses (e.g. copies and paraphrases) the information and ideas of others without giving credit	· Inconsistently gives credit for information and others' ideas · Exhibits a lack of understanding of proper citation format	· Gives credit for works used by quoting, citing, and listing references accurately according to a selected writing style and guidelines	· Can properly incorporate the ideas/published words of others into their work building upon them	

Information Literacy

SAILS test:

Nationally benchmarked and validated student assessment of skills which allows us to compare results with peer institutions. It is computerized. The cost is $5 per student. In 2013 we had 367 students take the assessment at a cost of $1468 ($4 per test).

Association of Academic and Research Libraries (ACRL) standards:

- Determines the nature and extent of the information needed
- Accesses needed information effectively and efficiently
- Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Skill sets:

- Developing a research strategy
- Selecting finding tools
- Searching
- Using finding tool features
- Retrieving sources
- Evaluating sources
- Documenting sources
- Understanding economic, legal, and social issues

Results:

Can compare outcomes with peer institutions and with all institutions.

Since we used it before, we can compare to ourselves over time.

I have been trying to determine, but have not yet concluded, whether we will have access to other demographic data for breakouts (ethnicity, gender, etc).

El Camino College Academic Senate 2017-2018 Goals

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

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

   Measures:
   - 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 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.

Updated 9.28.17

SSSP/SE/BSI Integrated Plan

Overview

For 2017-2018, the Chancellor's Office provided a new template and budget form for California Community Colleges to submit an integrated plan and budget for the Student Success and Support Program (SSSP), Student Equity (SE), and the Basic Skills Initiative (BSI). The integrated SSSP/SE/BSI program model promotes integrated planning and program coordination at the college level. The plan has been developed in consultation with students, staff, faculty, and administrators. The integrated planning process was grounded in existing data from our previous plans, additional statewide data, data collected at the college, and current college plans. The integrated plan requires the college to report on five integrated goals. One of the goals must incorporate the work of all three areas of SSSP, SE, and BSI.

Goals

1. **Developmental through Transfer-Level Math and English:**

   Increase transfer-level achievement rates in math and English for students who test below college level, while decreasing the time to complete a transfer-level course.

2. **On-boarding New Students:**

   Increase the number of first-time students completing core services and completing a comprehensive education plan, and increase the three-term persistence rate.

3. **Student Support Services:**

   Substantially increase the number of students who utilize support services that are known through research to increase student engagement and success.

4. **Academic Support Services:**

   Provide personalized and integrated academic support services to increase course completion rates of students in targeted courses and programs.

5. **Change Management:**

   Transform the college culture in terms of intentional engagement, collaboration and implementation of practices, procedures, and policies that promote equity-minded student progress and completion.

For more information on the integrated template, please reference the Chancellor's Office integrated planning site: http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx

Please contact one of the following if you have any questions:
Cesar Jimenez, Associate Dean of Counseling and Student Success: cjimenez@elcamino.edu
Scott Kushigemachi, Assistant Professor of English and Humanities Basic Skills Coordinator:
skushigemachi@elcamino.edu

Distanced Education Advisory Committee - OEI Consortium Application Endorsement
Unanimously approved – Sept. 28,2017

The Distance Education Advisory Committee (a subcommittee of the Academic Senate) joins the Director of Financial Aid, the Chief Technology Officer, and the Vice President of Academic Affairs in encouraging El Camino College to apply to participate in the Online Education Initiative Consortium of Colleges.

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE
ACCESS | QUALITY | COMPLETION

www.CCCOnlineEd.org

OEI FOCUS

Ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses and programs.

Online Education Initiative Overview

Last Update: 5/1/2017

Recent Highlights

- Initial RP Group findings reveal consistently higher success rates for students in OEI courses than the statewide average for online courses.
- Course Exchange enrollment takes place at Butte, Coastline, Fresno City, Lake Tahoe, and Ventura colleges.
- 105 (93%) of our California Community Colleges have chosen to adopt Canvas.
- OEI continues to fund Canvas, the online tutoring platform (WWWB), and Quest with SmarterMeasure for all colleges.
- OEI continues to fund online tutoring, online proctoring, online plagiarism detection, and Cranium Café for online counseling services for all OEI Consortium colleges.
- @ONE will soon relocate to the Foothill-De Anza Community College District, and its operations will be integrated with the OEI.

Launched in December 2013 with a $56.9 million five-year grant disbursed by the California Community College Chancellor's Office (CCCCO), the Online Education Initiative (OEI) represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

Through the OEI, California Community Colleges (CCCs) have the opportunity to receive support for faculty online course development and access free and negotiated low-cost resources to support a robust online learning ecosystem such as a common course management system, online learner readiness, online tutoring, academic integrity tools, and online counseling.

A key component of this work is a Course Exchange that gives students greater access to high quality online courses that are recognized for transfer to UC and CSU programs at participating California Community Colleges.

The California Community College system is composed of 113 colleges in 72 districts with a philosophy of local control. Our work is providing opportunities for collaboration, investment in technology, shared resources, professional development, online student success services, and system-wide efficiencies that have never been possible before.

*"This project is changing the face of California's 113 college, 2.1 million student community college system."*

- California Community Colleges Chancellor's Office Leadership

OEI BENEFITS

- ➢ Provide resources to colleges to allow for the addition of quality online courses
- ➢ Improve student success and retention
    - o Prepared and online-ready students
    - o Resourced and trained faculty
- ➢ Provide students with opportunities to take classes when and where they need them

Online Learning Support Ecosystem
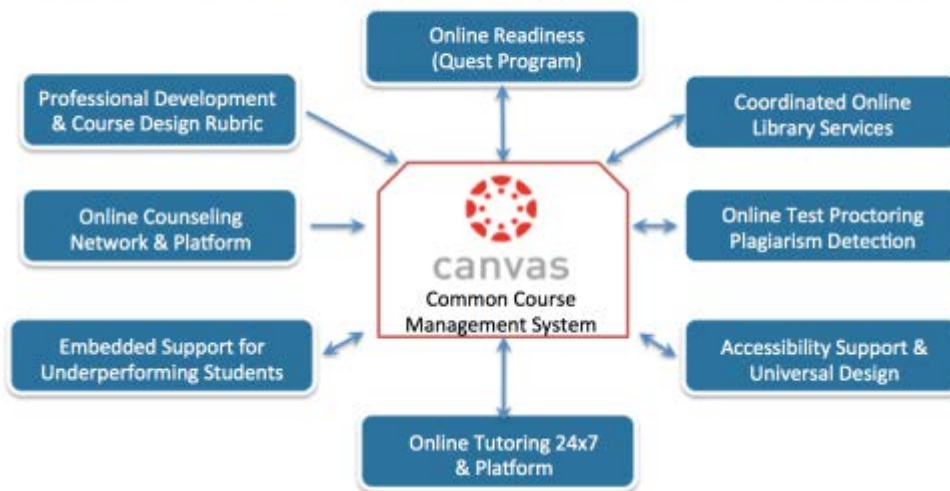
Colleges Choose Resources to Fit their Needs:

- ➢ System-wide negotiated contracts:
    - o Online tutoring platform from Link-Systems International (free to CCCs)
    - o NetTutor from Link-Systems International (free to the 24 pilot colleges)
    - o Online proctoring from Proctorio (20% cost savings)
    - o Online plagiarism detection from VeriCite (46% cost savings)
    - o Online counseling platform from Cranium Café (free to pilot colleges)
    - o SmarterMeasure, used with the Quest for Online Success program, for prospective and currently enrolled online students (free to CCCs)
    - o Canvas CMS from Instructure (free to CCCs)
- ➢ Professional development
- ➢ Accessibility support
- ➢ Support for underperforming students
- ➢ Participate in the OEI Consortium and the Course Exchange (currently pilots only)

MILESTONES

- • Spring 2017: Course Exchange enrollment begins at five colleges
- • Dec 2016: Exchange delivered to four colleges for their own internal acceptance testing
- • Fall 2016: Launch online counseling platform and resources
- • Spring/Summer 2016: Launch academic integrity resources
- • October 2015: Launch OEI Consortium
- • June 2015: Launch accessibility (ADA) tutorials & resources
- • March 2015: Launch underprepared student resources
- • Spring 2015: Select Instructure's Canvas as the state-wide common course management system
- • Fall 2014: Launch Link-Systems' online tutoring platform and 24/7 online tutoring
- • Fall 2014: Launch online learner readiness tools (Creative Commons)
- • Fall 2014: Begin peer-review of online courses aligned with the Rubric
- • August 2014: Adopt quality online course rubric and online design and delivery standards
- • April 2014: Launch OEI Steering Committee

Initiative Impact

Positive feedback from initial pilots:

Independent evaluations from the RP Group report that:

- Although the sample size is small, initial findings reveal consistently <u>higher success rates</u> for students in OEI courses than the statewide average for online courses.

- Students believe that <u>online readiness resources</u> will positively impact their chances of success in their online classes.

- Students who have never used tutoring are taking advantage of <u>online tutoring</u> and students found online tutoring easy to use.

- Instructors believe that the <u>course review process</u> will benefit students and student learning.

> *"What I like best about using NetTutor is the one-on-one experience with a tutor and the fact that they care enough for you to actually get that good grade."*
>
> - *Student at Imperial Valley College*

Benefits Across the System:

- Colleges are already realizing benefits of OEI from greater access to course design resources, professional development, and online student support services. 105 (93%) of our 113 colleges declared their intent to adopt the Canvas Common Course Management System. Initial pilot colleges are now able to register for online courses through the Course Exchange.

- Technology purchases alone are estimated to be saving the CCC system an estimated $7 million annually and are giving colleges access to resources that they could not afford on their own.

- Demonstrating the state's faith in further significant impact, the OEI recently received an additional $20 million in one-time funding to further accelerate expansion and is expected to receive continued funding at an increased level that continues past the 5-year grant period.

- Opportunities for broad impact beyond the scope of the OEI are now being identified, Emerging examples include: use of OEI resources in face-to-face classroom settings, use of the counseling platform for other student services activities, and leveraging the Course Exchange technology to provide real-time access to information and to reduce the need for manual data entry.

Recent OEI Recognition

OFFICE OF Educational Technology
Reimagining the Role of Technology in Higher Education
(US Dept. of Education)

CSU CCC UC
Focus On Efficiency Award
(California Higher Education Shared Services)

INSIDE HIGHER ED
Online and Homegrown
(October 13, 2016)

e-LITERATE TV

Forbes
California's New Playbook For Online Education

UB University Business
DEFEATING online CHEATING

OLC ONLINE LEARNING CONSORTIUM
A. Frank Mayadas Leadership in Online Education Award

The White House: Sustaining the Momentum for Innovation in Higher Education

EdSurge News
California Launches Nation's Largest Community College Course Exchange
(January 24, 2017)

Collaboration of Partners

California Community Colleges Online Education Initiative

OEI Consortium Colleges

Antelope Valley	Mira Costa
Barstow	Monterey Peninsula
Butte	Mt. San Antonio
Cabrillo	Mt. San Jacinto
Coastline	Ohlone
College of the Canyons	Pierce
Columbia	Rio Hondo
Foothill	Saddleback
Fresno City	Shasta
Hartnell	Ventura
Imperial Valley	Victor Valley
Lake Tahoe	West Los Angeles

Foothill-De Anza

Technology Center — California Community Colleges

Butte-Glenn Community College District

@one

Academic Senate for California Community Colleges

Foundation for California Community Colleges

3C Media Solutions

the RP group

Success Center for California Community Colleges

canvas

LSI Link-Systems International, inc.

ConexED — The Academic Communication System

proctorio

SmarterMeasure

VERICITE

OEI Executive Sponsors:
Joe Moreau, Foothill-De Anza CCD
Tim Calhoon, CCC Technology Center at Butte College

California Community Colleges Chancellor's Office

OEI Steering Committee
OEI Consortium and Pilot Colleges

And many more CCC professionals dedicated to quality online education

OEI Executive Staff:

Jory Hadsell EdD, Executive Director

Barbara Illowsky PhD, Chief Academic Affairs Officer
Autumn Bell, Chief Professional Development Officer
Bonnie Peters, Chief Student Services Officer
Kate Jordahl, Director of Strategic Planning and Operations
Steve Klein, OEI Statewide Program Dir., CCC Tech Center