



# Academic Senate of El Camino College 2017-18

November 7, 2017

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

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

### Adjunct (One-year terms)

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

### Fine Arts

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

### Mathematical Sciences

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

### Behavioral & Social Sciences

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

### Health Sciences & Athletics/Nursing

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

### Natural Sciences

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

### Business

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

### Humanities

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

### Academic Affairs & Student Services

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

### Compton College

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

### Associated Students Organization

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

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

### Industry & Technology

<b>Ross Durand*/Bob Diaz</b>	18/19
<b>Dylan Meek</b>	18/19
<b>Renee Newell</b>	18/19
<b>Jack Selph</b>	18/19

### President/ Superintendent

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

<b>Linda Clowers</b>
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### Ex-officio positions

<b>Chris Jeffries</b>	ECCFT
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### Library Learning Resources

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

<b>Carolee Vakil-Jessop</b>	ECCFT
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### Institutional Research

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

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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

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

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

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

## **COMPTON COLLEGE FACULTY COUNCIL MEETINGS:**

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

## **SENATE COMMITTEES:**

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

**Assessment of Learning.** Chairs: Russell Serr & Jenny Simon. Fall: 2<sup>nd</sup> 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. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166/Library 202.

**Distance Education Advisory Committee.** Chair: Chris Gold. 4<sup>th</sup> Thursdays, 1-2, DE 166.

**Educational Policies.** Chair: Chris Gold. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2,

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

## **CAMPUS COMMITTEES:**

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

**Board of Trustees.** Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> 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. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

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

**Council of Deans.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> & 4<sup>th</sup> Thurs., 8:30-10, TBA.

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

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

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

**Planning & Budgeting (PBC).** Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1<sup>st</sup> & 3<sup>rd</sup> 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, 2<sup>nd</sup> Thurs. 1-2, COM 109.

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

# El Camino College Academic Senate 2017-2018 Goals

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

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

Measures:

- Provide leadership for the college on issues related to Senate purview,
- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and complete revision of Faculty Handbook,
- In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
- In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
- Update Minimum Qualifications and develop a consistent, fair equivalency process,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

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

Measures:

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

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

Measures:

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

## ECC (El Camino College) Acronyms

Acronym	Meaning
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.



**Agenda & Table of Contents: Tuesday November 7, 2017 in Distance Education Room 166**

Agenda Item	Page Numbers
<b>A. Call to Order</b>	
<b>B. Approval of Minutes</b>	6-15
<b>C. Officer Reports</b> a. President – Kristie Daniel-DiGregorio b. VP Compton College – Paul Flor c. Chair, Curriculum – Janet Young d. VP Educational Policies – Chris Gold e. VP Faculty Development – Stacey Allen f. VP Finance – Josh Troesh g. VP Academic Technology – Pete Marcoux h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	34-35
<b>D. Special Committee Reports</b> a. ECC VP of Academic Affairs – Jean Shankweiler b. ECC VP of Student Services – Ross Miyashiro	16-17
<b>E. Unfinished Business:</b> a. Recommendation to Enroll in Google for Education: 2 <sup>nd</sup> Reading – Pete Marcoux b. Online Education Initiative Course Exchange Pilot: 2 <sup>nd</sup> Reading – Chris Gold	18-19 20-31
<b>F. New Business:</b> a. Call for Elections – Pete Marcoux	
<b>G. Information Items – Discussion</b> a. Survey of Entering Student Engagement (SENSE) Presentation – Mari Myers, Institutional Research b. Center for Urban Education Institute: Strategies for Equity-Minded Hiring Practices – Jaynie Ishikawa, Linda Clowers, Scott Kushigemachi, Jane Miyashiro c. New ECC Website Redesign – Heather Parnock, Amy Hanoa, Brad Seng	32-33
<b>H. Future Agenda Items:</b> a. Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct. b. Ask Me Button Campaign – Evaluation and Recommended Next Steps	
<b>I. Public Comment</b>	
<b>J. Adjourn</b>	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: <http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, [kdaniel@elcamino.edu](mailto:kdaniel@elcamino.edu), (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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

## ACADEMIC SENATE 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

### Fine Arts

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

### Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

### Humanities

- Rose Ann Cerofeci
- Sean Donnell
- Pete Marcoux
- Kate McLaughlin
- Christina Nagao

### Industry & Technology

- Bob Diaz
- Dylan Meek
- Renee Newell
- Jack Selph
- Charlene Brewer-Smith

**Excused:** Y. Kawasaki, K. McLaughlin,  
M. Mata

### Library Learning Resources

- Analú 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:

- Cesar Jimenez
- Carolyn Pineda
- Greg Toya

## ACADEMIC SENATE MINUTES

October 17, 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 fourth Academic Senate meeting of the fall 2017 semester to order on October 17, 2017 at 12:30 p.m.

KDD: Thank you to Elise Geraghty, she is the division personnel for today's meeting. E. Geraghty: I am the Associate Dean of Humanities. This is interesting; I started as a full-time English faculty member. Then I was invited to be Interim Associate Dean in 2011. I served that role for many years. When Tom Lew retired, I decided I wanted to move back to the classroom. I missed that part of my career. We didn't find a replacement, so I served as Interim Dean for a semester. Now we have Debra Breckheimer as our Interim Dean, so I have reverted back to Associate Dean so I can help her out a little bit getting used to the enormous task and responsibilities of running the Humanities division. I am again Associate Dean and transitioning back to the classroom this fall. As least that's the plan.

### B. APPROVAL OF MINUTES

See pgs. 6-13 of the packet for minutes from the October 3, 2017 meeting. P. Marcoux moved, C. Wells seconded, and there was unanimous approval of minutes.

### C. OFFICER REPORTS

#### a. President – Kristie Daniel-DiGregorio (pg. 14)

Move on to page 14 in the packet and here are the minutes from College Council. Thank you to Margaret Miranda for serving on the Registrar's search committee. We have lots of folks serving this semester, we appreciate their time. Last night at the BOT meeting, Robin Dreizler was approved as dean of Enrollment Services. Congratulations and a shout-out to Robin. Congratulations to El Camino, that's a great move for us. Also Maria Lopez Smith, who has been a strong collaborator with Ed Policies, she has provided great input. Also some retirements, congratulations and sadness, Cindy Constantino (40 years), Ann Garten (10 years). Ann finishes up next week just after the launch of the new El Camino website. Our new website goes live this Thursday. At our next meeting we'll have somebody come in from Public Relations and Marketing to walk us through that. We saw a preview at the BOT meeting last night. It looks nice and clean, very nice photos. We'll see how it functions. There was a really good suggestion to have someone come in and talk us through how we might need to adjust and revise the information we give to our students and how we use the website as a result of the changes.

The Faculty Position Identification Committee is underway. Proposal presentations are today at 2:00. The Academic Senate President co-chairs that with the Vice President of Academic Affairs. Each division has 2 reps; the dean plus one. The ballots are due on the 20<sup>th</sup>. It is open balloting, so we will be able to see how people rank the proposals. We have 46 proposals for new positions. We will hear about possible growth and replacements on campus. Then we have the meeting where the ballots are tallied on November 2<sup>nd</sup>. That is when you should get some information about how the positions were ranked. Then that recommendation goes to our Superintendent/President, Dr. Maloney. Based on our FON (faculty obligation number), based on our funding, and retirements, that determines where in that ranking we draw the line and which positions will be approved for advertising next year. Then given the fact that the college is in its 2<sup>nd</sup> year of stabilization, we are probably going to be conservative in how many positions are approved for next year. We don't know a number yet and are waiting for some information from Human Resources.

Our enrollment management efforts continue. One of the things that has come up in the Council of Deans, and we discussed it here in the senate is the fact that students are able to register simultaneously for two sections of the same course. Or simultaneously for two classes in a sequence for prerequisites. Jean has been working on creating a report to identify who those students are. The dean and the instructors, before the start of the semester, will intervene with those students to get them to drop the duplicate course. This will provide a more accurate measure of your enrollment.

Obviously, we have students double-dipping. We are hoping to get a more true measure of what our enrollment is, and to prevent this from happening. We can only get paid for one course. It is not to our advantage for students to be double-enrolled. C. Wells: Do we know how many students are doing this? E. Geraghty: There are about 70 in Humanities and 70 in Math. Some of them turned out to be enrolled in the 2<sup>nd</sup> eight-week course in addition to the original. We think that was their insurance plan. If I'm not doing well in the fall semester, I'll jump into that class. We were able to contact some of those. They had some questions. When they drop one class will they get a "W"? Will we backdate it so they don't get a notation on their record? Humanities at Compton had several also. KDD: Datatel doesn't have a fix on this, we spoke to Art about it. C. Wells: Are there students doing this enrolled in multiple colleges? KDD: I don't know if we have done that level of analysis.

We are recruiting for accreditation co-chairs so please watch your email and consider serving. An invitation to submit a letter of interest is coming out very soon. Accreditation is fundamental to our college and this is a very important activity. This is a great chance to find out what is happening on campus that you may not know about. You can collaborate and get to know colleagues across campus. You can also hone your leadership skills. Keep an open mind, we are looking for folks who will help us move through, and we want to get started early.

Encourage your undocumented and DACA students to attend an event coming up a week from today. "Daring to Dream"; the philosophy behind this event is to let our students know that not only are we supporting them here at El Camino, but they can be assured that when they transfer there are "Dream Centers" and professionals who will help them navigate some of the changes that are underway. We want to be sure our students are looking down the road with encouragement and optimism. This is an anxiety-provoking time for these students. We will be in the East dining room having representatives from the UC's, Cal States and private universities including LMU. This information will come through an email.

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

Unable to attend

#### **c. Chair – Curriculum – Janet Young**

A short report. We reviewed and approved 15 proposals (35 scheduled for the next meeting). Lori Suekawa (Articulation Officer) held a wonderful training for us. We revised the CCC Website, to make it more user friendly for everyone [www.elcamino.edu](http://www.elcamino.edu). Kristie said I could show you how easy it is, so we are going to see if she can follow these directions. To reach the website, you need to go to either Curriculum or CurricUNET; all you have to remember is the letter "C". Go up to the ECC website and click on "C", and then scroll to the bottom where you see Curriculum. Click there and that takes you to our website. We took a lot out, but we are putting things back little by little in a way that makes sense to us. The directory is there, meeting dates, minutes, our handbook, our review timeline, and user guides. If you want to go to CurricUNET, go to the top and it will take you right there. If you need a resource or handout, and you wonder how to get back there, you just click on user guides, and it will bring you back to our website. You can get in through our website, or through CurricUNET, and with one click you should be able to move back and forth to hopefully get what you need. To get to the user guides, you don't need a login or password. E. Geraghty: Without a password, you won't be able to see historical or pending course records, but you will be able to see all the active ones. You can see almost everything without a password on CurricUNET. Anyone from anywhere can go in and look at our course outlines of record.

KDD: At the Board of Trustees meeting last night, I shared that Janet Young and her curriculum committee had recently moved 393 approved courses across the finish line for curriculum. They were thanked for their hard work. J. Young: We did an audit for our certificates and degrees, we had 85, 40 of which were stuck. In the next couple of days, we'll get those moved over.

#### **d. VP – Educational Policies –Chris Gold (pgs. 15-22)**

My report is our information item that is coming up later on student discipline.



#### **e. VP – Faculty Development – Stacey Allen (pgs. 23-25)**

Again a reminder that tomorrow is Wellness Wednesday, Walk and Roll Wednesday. We have two events tomorrow, one at noon and another at 2:30. We have our second installment for our Informed & Inspired series; “What ESL Students Wish Their Instructors Understood”. We have our ESL student panel this Thursday and we hope that you join us. We all have something to learn from these students. I mentioned this at the last meeting, we have a Supporting Dreamers workshop coming up. It is led by English Professor and Immigration Lawyer, Jeff Jung. That will take place on October 31<sup>st</sup> from 1-2:30. As Kristie said, this is a time of anxiety for our DACA students. This is a great way for us to get involved and get some information so we can help address some of that anxiety. KDD: This event is a direct response from some of the comments and questions from the Informed & Inspired event on DACA students. Thanks to Jeff for stepping up to provide the workshop.

#### **f. VP – Finance – Josh Troesh (pgs. 26-27)**

One of the most important things that came out of the last meeting is that Compton has put together a very impressive schedule for taking on their own registration and onboarding students to the process. The aggressiveness of the time-table suggests that we as a college should be there to provide a safety net just in case technology might not happen to work when they plug it in. The college is going to be looking at what we need to do to prepare the safety net so that we’re not impacted with our ability to enroll students.

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

We do have something in new business I will talk about later. We have a College Technology Meeting later today after this one, and we are going to talk about HR software, and get rid of iGreentree. Wooo-Hooo!! We will also be talking about annual goals.

#### **h. VP – Instructional Effectiveness/ALC/SLO’s Update – R. Serr**

Just a reminder, if anyone is doing Program Review next year, 2018, there is an orientation meeting on November 14<sup>th</sup>. Our SLO and PLO assessment numbers are almost at 100%. They have been flooding in at the last minute. Good job to all the faculty. We are going to try to emphasize getting our assessments in earlier.

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

#### **Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 28-29)**

KDD: Jean is out of town this week. There is information about Guided Pathways in your packets, in particular the self-assessment tool. I am going to send you an electric copy of this tool, it’s about 30 pages long. We didn’t want to include it in the packet. This gives you an overview of what the expectations are. The senate needs to indicate that there have been a broad base of constituents who have been contributing to this process. If you look at the composition of the Guided Pathways Committee, you’ll see that faculty, staff, and managers are well represented on that very large committee. Hard copies of the self-assessment tool are available in Jean’s office. KDD: Feedback can go to Cesar Jimenez, Chris Wells, Jean Shankweiler or Cynthia Mosqueda. Is there anything anyone wants to add about the self-assessment tool? C.Wells: We are making good progress on evaluating it. Each item also has a justification and questions to answer about it. That is where we need some help, with those specific things. If there is an area that applies to you, look at the whole thing and pick out the parts that apply to you and focus on those parts. R. Miyashiro: We worked on this in a large group and our goal was to be honest with ourselves. We were trying to assess where we are in the institution. In some areas we were far along and in other areas we were just emerging. C. Jimenez: I would like to add that this is one of the requirements in order for us to apply to the state of CA to receive GP funding. R. Miyashiro: This does have a deadline when it needs to be submitted to the Chancellors Office. KDD: One of the things we are doing is committing to adopt the Guided Pathways framework. When Ross, Jean, and I talked about this it was clear we already have a number of initiatives that are underway that fit into that framework. Whether it is our multiple measures

efforts or our acceleration efforts in Math and English, we aren't necessarily reinventing, we are repackaging things that we are doing. Does that sound fair? C. Wells: Yes, and we are having a summit on January 18<sup>th</sup> to inform people, so put that on your calendar. Another thing kind of related to this is, if you have been following the news; AB705 was signed by the Governor. This will have a huge impact on it as well. We will need to have a discussion about the implications in the near future. KDD: Scott and Lars and I spoke about this before the meeting and are planning to bring this to the senate. Cesar made a great presentation at the BOT meeting last night on Guided Pathways. I have invited him to come to one of our future senate meetings.

### **Ross Miyashiro – VP of Student Services**

We have things coming up on the agenda today, I will leave those for the agenda. The division has been doing work with Guided Pathways in collaboration with all the other parts of the college. We have some functions coming up; we are planning a day for universities to come meet with our DACA students, to let them know that once they transfer, they will have support from the institution they transfer to. It is not like they are one and done here. I think it is important to keep the stress levels down for those students. They seem to be under attack nationally. In CA, we are here to represent all of our students. We also have a lot of good initiatives coming up. With Robin Dreizler coming on board, we are going to make some changes to the whole division of Student Services. We will be asking for help from the Academic Senate because we always want a partner to make sure faculty are there to help. In January, there will be a flood of new initiatives. We will need people to serve on work groups.

### **E. UNFINISHED BUSINESS**

#### **SSSP/SE/BSI Integrated Timeline: 2<sup>nd</sup> Reading – C. Jimenez & S. Kushigemachi (pg. 30)**

KDD: Before we talk about this, since we are going to have a vote, I need a motion to approve our integrated plan. L. Kjeseth motioned, Bray seconded. In the note from our last meeting, you received a link to the full report. We had an overview at our last meeting thanks to Scott and Cesar. We want to thank you both for being here today. Does anyone have any questions or concerns? Are there any changes or updates or has any progress been made since our last senate meeting? Cesar: We shared the overview with ASO. We are also presenting to College Council, and PBC. KDD: Any other questions or comments about the plan? The philosophy seems like a good one, trying to streamline and coordinate so we can develop some efficiencies. The integrated plan is well written and clear, easy to find the different initiatives so you can see what we are building on from previous initiatives and new initiatives that are coming into play. It is user friendly. Lars, you were on the committee that worked on this during the summer, correct? Is there anyone else from the senate who worked on this? L. Kjeseth: Last time we were here, people asked questions about if there are things they wish were in the plan but aren't. This is a two-year plan. The Chancellors Office recognizes there is a little planning fatigue with all these things out there. Not only is this about integrating, it's also about having a slightly longer point of view in our planning. After this two-year plan, please correct me if I'm wrong, we have to do a second two-year plan. If there are things you think should be in this plan, it may not be in this integrated plan we are turning in in December. But you should definitely let people know, and as we implement this plan, it might become more clear where those ideas need to go so that we can get them in the next two-year plan, where appropriate. KDD: Thank you, that is helpful. I think the advice last time was to approach the appropriate area, whether it is SSSP, Student Equity or BSI. I would assume if I didn't know who to talk to, I could start with Scott or Cesar, and they could point me in the right direction. Thanks Lars. Are we ready for a vote? S. Donnelly is replacing Daniel Berney as our 1 abstainer. Thank you, Sean!

#### **Online Education Initiative Course Exchange Pilot: 2<sup>nd</sup> Reading – Chris Gold (pgs. 31-38)**

KDD: I need a motion to endorse the recommendation from the Distance Education Advisory Committee (DEAC) to apply to join the Online Education Initiative (OEI). C. Wells motioned, S. Donnell seconded. C. Gold: Last time I gave a short presentation about what it meant to be in the OEI Consortium. We would be offering courses on a course exchange, and our students would be able to also take courses through this course exchange. We would be receiving quite a bit of support for the Chancellor's Office in terms of resources like free programs. We would be getting faculty development support to make our courses OEI approved. The minutes for DEAC, which is now a sub-committee of the senate, those minutes follow the statement in the packet. Those are on page 32-38, and they are long. We had an

extensive discussion about it, about the terms of being in the OEI, and you can read through it. Are there questions or concerns? I want to address one concern. Ross Miyashiro had mentioned, in another venue, some concerns about financial aid and the OEI consortium. R. Miyashiro: I think the agreements are done. I think the financial aid directors eventually worked out an agreement. C. Gold: Yes, we would also be signing a financial aid consortium agreement. R. Miyashiro: I am on the FLOW state-wide committee that will be writing the proposals to the governor and the chancellor for the 115<sup>th</sup> college. One of the opportunities if ECC is in the OEI that would put the college in a better position to participate as one of the regional leaders in the proposal I'm writing. It would significantly change our online standing. KDD: Would this dilute the face-to-face demand on campus? Are there any safeguards in place? CG: There are concerns about if the students would take everything on the exchange. There are rules about that. They have to be enrolled in at least one class through our campus to be able to get into the exchange. Once they are in the exchange, they can only take two classes while they are in there. A student has to try to enroll in a course on our campus, if they can't get it here, then they can get into the exchange and take it that way. The language isn't clear. I think it is when there is any class available in a particular course. If they are trying to take History 101, and there is a face-to-face opening, they need to take that one before they can push into the exchange. As we talked about this before, it is still in a pilot phase. They are still working out a lot of these issues. One of the advantages of being in the consortium is that we can influence those sorts of decisions. Right now, local colleges have quite a bit of input and influence on how courses are being offered. A. Ahmadpour: Right now, who is supervising the Distance Ed Office? Is it supervised by a dean? C. Gold: I am currently serving as the Interim Distance Education Coordinator. The oversight for distance education is Library Learning Resources. Not very many colleges have a specific dean for distance education. Ross, does Coastline have a dean of distance education? R. Miyashiro: They have a dean of innovation, which is over the Associate Dean of Distance Ed. You have to remember that 52% of Coastline classes are online. Coastline has the most sections on the OEI. They only have four, it's not like it's a lot of classes. You have to meet the teaching requirement to be eligible for that, and you have to meet the Canvas requirements. I'm writing my doctoral dissertation on OEI, so I'm familiar with the structure. C. Gold: There are only six colleges that are active right now. R. Miyashiro: There are supposed to be eight, but I think you are right. Fresno and Coastline are both offering four sections. C. Gold: As I understand, there are things still being decided. Enrollment caps are being decided by the schools. We would determine what we want to offer in the consortium. There are still open questions; if we have a prerequisite, how would that work its way into the consortium? C. Brewer-Smith: So if we join the consortium, does that make seven schools in the consortium? C. Gold: There are actually 24 colleges in the consortium, but they weren't all ready to offer classes in the course exchange. There are only six colleges that had courses ready, their financial aid ready, and their admissions & records all ready. They will be adding more in the spring out of those original 24, and then adding more next fall. They are adding more colleges to those 24. P. Marcoux: There are 111 colleges that have adopted Canvas. C. Gold: There is a lot of enthusiasm for the initiatives. I sit on the steering committee, which is now the advisory committee, and everyone wants a piece of what's being shaped. KDD: So we'll be able to hear more as things evolve. P. Lau: What is the downside of this? Will it affect our FTES? C. Gold: I'm a proponent or a cheerleader, so it's hard for me to answer this. P. Marcoux: If it's an open market, where a student can take as many courses as they want, or if we only offer a face-to-face class, and it's also available in the exchange, it could hurt enrollment. C. Gold: If we're not willing to put a lot of courses in the exchange, it can hurt enrollment. We really need to get our courses in the exchange. We need enthusiastic instructors, and we need to offer good courses. P. Marcoux: "Rate my Professor" and those kinds of things are really going to come into play. C. Gold: One of the things we looked at last time, was the considerations on who to select, one of them is geographic diversity. There are already quite a few colleges from Southern California. S. Allen: Is there a limit in the number of courses that a college can offer? C. Gold: Not that I saw on the current consortium agreement. Students need to take at least one course at a community college somewhere to be able to take a class on the exchange. L. Kjeseth: I was thinking about this from a curriculum point of view. One of the things we face, is when people want to make a change to courses, one of the things that sometimes prevents us from doing that is we don't want to put things like the course's standing for general education in jeopardy. Anytime you make a change, then it has to go to the UC's, and CSU's, to see if they are approved. My misgiving about this is, is this adding another layer where we might say, oh we really want to make these changes, but we can't risk losing our ability to offer this course on the exchange. Are we giving up local control because of outside forces, is this a race towards mediocrity? That is my misgiving. C. Gold: I am not a curriculum expert by any means. But we are already part of the CID process, so our courses are CID identified. We are forced to do that. That is what the consortium is using, the CID descriptors. We don't know if that will make it worse than it already is. There was a comment about students having the option of an easy "A" in an online course instead of a face-to-face, rigorous STEM course which ECC is known for. Will these students filter away from our programs and are we going to lose local control? C. Gold: I don't think there will be many "Easy A" courses on the exchange. I don't know how we will be able to micro-manage these courses. P. Marcoux: In order to get into the exchange, its peer review. You have to pass a panel of peers to make sure that class is worthy to be offered. I think that is a good safeguard.

C. Gold: I have been on the advisory committee since the second year it was created, I have pushed for local control the whole way. I have pushed very hard for that. We need to be evaluating our online courses more accurately. My sense is that it will be local, faculty evaluations. KDD: We'll bring this back next time. C. Gold: Please email me your questions, so I have a firm answer.

## **F. NEW BUSINESS**

### **Recommendation to Enroll in Goggle for Education: 1<sup>st</sup> Reading – Pete Marcoux (pgs. 39-40)**

This is a first reading for a recommendation the Academic Technology Committee passed last meeting. Basically, it is asking ITS and the District to enroll in Google for Education. For those of you who aren't using Google products, you won't notice any difference. For those of you who are, you will have access to more Google tools. There are a few of us on campus who have been purchasing classroom sets of Chromebooks. It will make that much easier to deploy. There is a lot of Special Resource Center-type programs that will be made available. ITS is on board, it took me a long time to open them up to be willing to deal with this. We are still going to be a Microsoft campus. Our email will be migrating to Office 365 in the near future. This won't have a big impact, unless you are using Google. If you have any suggestions or recommendations or additions, email and we can discuss it at the next meeting.

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

### **Associated Students Organization – Bryant Odega, VP for Academic Affairs**

We had an event on campus yesterday, we had our ribbon cutting for the Warrior Pantry. Thanks to Bryant Odega for coming to give us a quick update. Bryant Odega: Good afternoon everyone. Yesterday we had our ribbon cutting ceremony. This is historical because ECC opened its first Warrior Pantry. I will like to thank all of Academic Senate for the support and donations. For your information, we will be open every Thursday from 9 am until 12 noon. Students will be able to access the pantry. All they need is to show their student ID, that is the basic requirement as of right now. When they enter the pantry, they will receive "8 points" to select their food. Each food category is on a point system. We also have toiletries. We have bags to carry their food items. In regard to staffing, it will be staffing by student volunteers. The location will be room 116 in the physics building. We are still accepting food and monetary donations. Drop-off points are in the library, Student Development, BSS, and other locations (big blue bins with the Warrior Pantry Logo). J. Young: Are you anticipating opening in the evenings? Bryant Odega: Eventually. C. Brewer-Smith: What is the limit on food? Bryant: A can of beans is 1 point. Noodles and pasta is 1 point. Students can select food items that total 8 points in value. R Miyashiro: You can donate quarterly through payroll deductions in the Foundation office. You can donate \$20 every 3 months that would greatly help. KDD: Sign up once, it is super easy. Bryant: I just came back from a CCCSAA conference, where students from all over the state come together to exchange ideas. One of the ideas is the food pantry. They also had ideas for the DACA solution and Dreamer Students. Right now we are working on our own resolutions. We want to thank the senate and the college for their resolutions in support of students. KDD: We have had really strong student leadership this year. There has been an infusion of student energy on the Dreamers Task Force and it has made a huge difference. We appreciate that, thanks Bryant!!

### **Student Discipline Procedures: Report from Ed Policies Committee – Chris Gold (pgs. 15-22)**

KDD: This brings us to our second information item for discussion. Questions and concerns about student discipline have been bubbling up in a variety of area on campus. These issues are central to our mission; they have to do with academic integrity, environments that are conducive to working and learning, and emotional and psychological safety. We want to thank the collaborators, the Student Development Office, AIMS team, and our Vice Presidents. I appreciate Jean's strong advocacy for these concerns from faculty, and Ross' immediate understanding of what the issues are and his expertise in this area. I will turn this over to Chris. C. Gold: This issue was brought to the Educational Policies Committee through an academic dishonesty concern that was expressed in the spring. We were directed to look at our student discipline policy in regards to academic dishonesty. Once we started to do that, it was clear that faculty wanted to talk about other things as well, and how we are managing discipline problems. Troy is going to talk about this and the issues that he had in the spring. Troy Moore: As I am over in Natural Sciences and Chemistry, I've been teaching the first semester of

Organic Chemistry for the last 2 years; every section offered in fall and spring. Three semesters ago, I had a student turn in his very first assignment and it was completely plagiarized. Even the punctuation was the same. I checked around, that student had cheated before, it hadn't been reported, so I got the honor of reporting it first. I filled out I think, the 40<sup>th</sup> incident report. Two weeks later, after a conversation with him about reporting it and getting a "0" on that assignment, another one came in that was plagiarized. Then there was another. So there were three that happened in eight weeks. After the 2<sup>nd</sup> one, he talked to the dean and the Student Development Office was made aware of this. After the 3<sup>rd</sup> one, he was convinced to "drop" the class with a "W" (he got out before week 12). The next semester, he was back again, and again on the first assignment it was plagiarized the same way. It all happened again, I filled out an incident report because it isn't fair to the other students in the class. He was strategically cheating his way through the class. The 2<sup>nd</sup> time he did it that semester, it was his 5<sup>th</sup> infraction. He gave a unique and creative excuse as to why he was cheating. So he was able to get a "W" again. He retook the course in the summer, when I don't teach it, and passed the class. The upshot is that he has 2 W's and an "A", or a "B" in Organic Chemistry and has cheated 5 times. This is interesting; he was bright, and he probably would have been fine and not turned in the plagiarized assignments and gotten "0's". But it creates a quandary. I have never had that sort of situation before where there was no intention of the cheating stopping. Here is a quick addendum; you are allowed to suspend students for two days following the incident of cheating, which I did. I had to deal with him and it took a lot of class time. Some sort of streamlining would be helpful in this situation. C. Gold: Issue #1, this is where it started. So the Ed Policies Committee then, with the intention of solely dealing with this issue, we started out by looking at, "What are we allowed to do when a student cheats?" We can't fail them in the whole course if they cheat on one assignment. We were investigating on other things we might do. We looked at other colleges that are more prescriptive with what happens. On the first incident, "x" happens, the second incident, "y" happens, on the 3<sup>rd</sup>, they go to the Student Development Office, something else happens. Very quickly, the conversation turned into much larger issues revolving around discipline. Issues of misbehavior, threatening, yelling, classroom misbehavior, problems in the library. Conversations began popping up in other meetings. We thought we would look into this issue in a larger sense. In our 2<sup>nd</sup> meeting we heard from our Student Development Officer and our AIMS officer and their teams so we could share what we had heard. We heard all about what they are doing, which is a lot. There is a lot going on behind the scenes that faculty aren't aware of. But one concern is that faculty aren't hearing back on the status of reports they have submitted. Finally Ed Policies met a 3<sup>rd</sup> time, and by this point the issues were becoming larger and beyond the Ed Policies Committee. A task force is being formed to deal with the issues and to talk about this in a broader sense. The senate will be sending representatives to the task force as well as AIMS, and the Student Discipline Office. Since Ed Policies had done so much work on this already, we thought it might be helpful if we listed all the issues we had identified and ideas or suggestions to consider in how to deal with those issues. That is what you see on pages 20 -22. I will hit upon some highlights that we heard from faculty. The first area of concern is that the disciplinary actions are perceived as not severe enough. There may be cases where faculty members have been threatened and the student appears back in their class. We heard some concerns about personal safety, and people are harassed by students and threatened by students. And they worry when they are on campus, are they going to run into them in the parking lot? Are they going to cross paths? So we heard about that type of anxiety, and it is reasonable. So you can see we have several suggestions to highlight a few of those. Maybe we could enlist the help of Institutional Research and have them look through reports. What kinds of reports are being filed? What kinds of disciplines are occurring with what kinds of actions, what are the repeated behaviors out there, where are these incidents occurring, are there hot-spots? Is the library a hot-spot? Other things we thought about are more preventative behaviors. Talking to students about what behaviors are expected from them. Letting students know what happens when they misbehave. Some colleges print an honesty pledge that students sign before they take a test. Etudes has a pledge for honesty where you click a box before you take a test to help prevent cheating. Those little things that seem benign to us actually do prevent some cheating. S. Di Fiori: For the past few semesters, there have been adjuncts who have reported that they have put a box in the front of the classroom before a test for all students to put their cell phones in. Some students refused and left the classroom very upset. I've had many students tell me that is how students cheat. I don't know if we should be collecting their cell phones, it makes me nervous. R. Miyashiro: You cannot keep their cell phone. I had a student complain about collecting cell phones, so I would recommend to tag their phones. At Coastline, if you took a test in the testing center, you had to put your phone in a cellphone locker. Then we had high definition cameras that caught people still sneaking the 2<sup>nd</sup> cell phone in and cheated. P. Marcoux: You have to watch the watches too. R. Miyashiro: If the cellphone is far enough away, they Bluetooth won't work. The watch isn't as valuable as the phone for storing information. Put it on the syllabus, that I collect all phones before testing so the students know that you take them. (That way it is protected if it every goes to court). Troy has them turn their phones over and off. That way you don't have to collect them and if they don't touch them, all is OK. C. Gold: One page 21, one of the biggest concerns is that faculty don't hear back from the report (IRF). We were talking as the group about how to close the loop. If people file a report, they should hear back. Obviously, there are restrictions to that. There is FERPA, privacy restrictions, ADA provides some restrictions as well. We do want faculty to hear back as

much as they can. Number three, we shouldn't be thinking only about the student who commits the misbehavior, because there is a lot of conversation about wanting to get them back on track and learning. We also need to think about the impact of that behavior on the rest of the classroom and on the faculty as well. How much time is spent in the classroom dealing with this? How much did students talk to the instructor about this? Are their students who will drop the class because they are afraid of going back? Will they be scared about going to the library, if it happened in there? KDD: Faculty can get traumatized from these events, especially if it's a personal attack. Once you have been traumatized, how can you go back into that classroom? Does it affect your work if you are always looking over your shoulder? C. Gold: Typically, the verbal assaults are very personal. Classified staff are also subject to incidents. Number four, AP 5520 Deals with student discipline and it was developed before we were using the online reporting system. We need to revise the policy to incorporate AIMS. There are concerns about the role that deans and associated deans should play in the process as well. That's not spelled out in the process. Some of it is handled locally, some goes to the student discipline office. KDD: How do we diffuse our effectiveness when we decentralize? C. Gold: We want to make sure there are consistencies. We want students to be flagged and tagged. If they do the same things in Math and then go over to Behavioral Sciences. We want to know about it. Consistency is what we want. Number six, many of us don't deal with these kinds of behaviors very often. We may not be familiar with these terms and procedures. Maybe explain to faculty how to fill out the forms and what things mean. Some of the timeframes are very long for making decisions about discipline, some need to be shortened. You don't want students wandering around campus for a month and a half when they have been violent or harassed someone. We have heard from many faculty and administrators that they don't feel equipped to deal with extreme behaviors. Training might be an issue, but it isn't a panacea for all problems. If we do training on a flex day, it's reaching full-time faculty, but we are the minority on campus. The majority of the faculty are adjuncts and they don't have to attend mandatory training. To reach adjunct faculty, we maybe need a laminated card in the classroom so there is instruction on what to do. When do you call the police? What is the line? It should not depend on your tolerance for a particular behavior. We should call when X, Y, Z happens. What do you do in the moment if a student cheats? We want to be consistent. S Bray: I have dealt with this from a counselor's perspective, and I have dealt with students who were accused of cheating, but didn't cheat. Now they are in another class and they are tagged because there is a suspicion that they cheated. C. Gold: That is a good point, because the reports don't have an outcome. That is what we want, we want to see the outcome. If the student was cleared, they shouldn't be flagged as a repeat offender. R Galbavy: I wanted to make a note, at our last AIMS meeting, something came up. This is a bigger conversation. We have some Health Center people on the committee, and they were talking that not only do you have deans and faculty who are not equipped to deal with extreme behavior but what about people who are mentally ill who just shouldn't be back in the classroom? There is no clear policy about that. What do the Health Care people do when they realize this person shouldn't be in the classroom? There isn't a standard protocol and that was another concern that was brought up. P. Marcoux: Troy mentioned he suspended the student for two classes, does that account towards the absence limit? There was discussion at this point that it should be included on the syllabus. E. Geraghty noted that a consideration with mentally ill students is, are they benefitting from a college education? That is an issue that also needs to be addressed. KDD: We want to make sure there are dean's reps and library reps on the committee. This is a campus-wide committee, not Ed Policies. This is college taskforce. C. Gold: One of the recommendations is that the deans' council be thoroughly consulted. C. Brewer-Smith: We talk about student-to-student bullying, but what about students who bully teachers? That is becoming a big issue. They cuss us out to our face and use the F bomb? There is no respect. R. Miyashiro: I want to comment that all of these issues need to be filed through MAXIENT. That is the only way we can solve the student conduct issue. We will be willing, through Student Services, to train any group of faculty how to file, work with ITS, to make sure it is pushed out to every computer on campus, so we can respond quicker. We can't respond quickly if the issue is sent through email. MAXIENT pops up and keeps popping up to remind someone to address it. That way, we can make it more efficient to handle the myriad of student conduct issues. Students who don't respect faculty members in the classroom, we want to hear that. I guarantee you, we will bring them through student conduct and if they can't handle being in a college-level class, then we'll tell them that this isn't the college for them. M. McMillan: Whoever is on that task-force, please have them include conversations of non-student behavioral issues. That is one of our biggest issues in the library, the non-students. We have no way of identifying who the student is, so we don't know if they are students or not. We can't just put in a report that it is a tall guy with a nice build who may or may not be a student. We get a lot of behavioral problems from transients and community members who are wandering through the library. D. Breckheimer: The task force needs to deal with the MAXIENT form. I know that I have dealt with a huge situation where I am trying to de-escalate a situation with a student on the spot. Most instructors don't want to hand the suspension to the student, they want me to do it because it is my responsibility. We need something printed, so that I can literally hand that to the student. Then we don't have to wait for Greg dealing with the possibility of getting something to the person in writing. R. Miyashiro: If this is on-the-spot, we need to get the chief involved. Student conduct isn't meant as a thing to walk down the angry student then and there. They are already angry. All our Campus Police Officers are trained to deescalate

situations. Our police officers are better at deescalating than we'll ever be. If a student yells at you, call campus police. After campus police escorts the student out of the classroom, after class is over, I would fill out the IRF (online) report. Then the chief can handle the situation. You have a right to control your classroom, you dictate the behavior of your class. It should all be laid out in your syllabus so there are no surprises for the students. Not everybody manages their class the same. Let me give you examples. When I taught, I didn't care if you ran out to the restroom, I said you don't ask permission, just go. I don't care if you show up for class. If you miss a test, it's on you. Other faculty, if you are a minute late, I lock the door. If you miss one class, you get an "F". Faculty have a right to put on their syllabus whatever they want. Title 5 is very vague, it tries not to infringe on classroom rights. C. Wells: This discussion started with an example where the instructor was only able to fail a student on the assignment they cheat on. Is there any discussion about revisiting that? C. Gold: I know the statewide senate revisits that every now and then, but I don't know the action right now. I would like to see this. I know in the 4-years they can just fail you. C. Wells: It is important to take to the statewide. It is the time to revisit it. KDD: We are running out of time in our meeting. A. Ahmadpour: I would like to share my perception. The generation that we are teaching right now is the most respectful and peaceful. I don't see the need for harsh discipline. We need to be careful to not create a humiliating environment. C. Gold: I sympathize with you, because I don't see it in my classroom. But in just the last couple of weeks that I have been addressing this with Ed Policies, there have been two incidents where people have been personally attacked for their gender or gender identity. KDD: We forward the list of issues identified by the Ed Policies Committee to the campus-wide task force looking at student discipline procedures. We will keep you apprised of the ongoing discussions.

### **Survey of Entering Student Engagement (SENSE) Presentation – Marci Myers (Institutional Research)**

This topic was tabled until the next senate meeting.

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

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Center for Urban Education Institute: Strategies for Equity-Minded Hiring Practices

ECC Webpage Redesign

### **I. PUBLIC COMMENT**

### **J. ADJOURN**

The meeting adjourned at 2:00 pm  
TG/ECC Fall 17

**CALIFORNIA COMMUNITY COLLEGES  
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November 22, 2016

TO: District Superintendent/President

FROM: *ER* Elias Regalado, Director  
Fiscal Standards and Accountability

SUBJECT: Mandated Holidays for Fiscal Years 2016-17, 2017-18, 2018-19 and 2019-20

**Synopsis:** A list of the official academic holidays, as specified by Education Code section 79020, is provided for convenience in establishing your future academic calendars. Included are the mandated holiday dates for fiscal years 2016-17, 2017-18, 2018-19 and 2019-20 based on the current statute (ECS 79020).

**Fiscal Year 2016-17**

July 4, 2016	(Monday)	Independence Day
September 5, 2016	(Monday)	Labor Day
November 11, 2016	(Friday)	Veterans Day
November 24, 2016	(Thursday)	Thanksgiving Day
December 26, 2016	(Monday)	Christmas (Observance)
January 2, 2017	(Monday)	New Year's Day (Observance)
January 16, 2017	(Monday)	Dr. Martin Luther King, Jr. Day
February 10, 13, 14, or 17 2017	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 20, 2017	(Monday)	Washington Day
May 29, 2017	(Monday)	Memorial Day

A college MAY close on March 31, known as "Cesar Chavez Day," and the fourth Friday in September, known as "Native American Day," if the governing board of the district agrees to close the college for that purpose. When "Cesar Chavez Day" falls on a Saturday, the agreed upon college closure day shall occur on the preceding Friday. When "Cesar Chavez Day" falls on a Sunday, the agreed upon college closure day shall occur on the following Monday. If "Cesar Chavez Day" happens to fall on a weekday, then there is no flexibility to move the corresponding holiday observance. The district shall continue to maintain the minimum required 175 days of instruction.

If the district does not close for "Cesar Chavez Day" or "Native American Day," appropriate observances should be held in commemoration.

(Continued)



**Fiscal Year 2017-18**

July 4, 2017	(Tuesday)	Independence Day
September 4, 2017	(Monday)	Labor Day
November 10, 2017	(Friday)	Veterans Day (Observance)
November 23, 2017	(Thursday)	Thanksgiving Day
December 25, 2017	(Monday)	Christmas
January 1, 2018	(Monday)	New Year's Day
January 15, 2018	(Monday)	Dr. Martin Luther King, Jr. Day
February 9, 12, 13, 16, 2018	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 19, 2018	(Monday)	Washington Day
May 28, 2018	(Monday)	Memorial Day

**Fiscal Year 2018-19**

July 4, 2018	(Wednesday)	Independence Day
September 3, 2018	(Monday)	Labor Day
November 12, 2018	(Monday)	Veterans Day (Observance)
November 22, 2018	(Thursday)	Thanksgiving Day
December 25, 2018	(Tuesday)	Christmas
January 1, 2019	(Tuesday)	New Year's Day
January 21, 2019	(Monday)	Dr. Martin Luther King, Jr. Day
February 8, 11, 12, 15, 2019	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 18, 2019	(Monday)	Washington Day
May 27, 2019	(Monday)	Memorial Day

**Fiscal Year 2019-20**

July 4, 2019	(Thursday)	Independence Day
September 2, 2019	(Monday)	Labor Day
November 11, 2019	(Monday)	Veterans Day
November 28, 2019	(Thursday)	Thanksgiving Day
December 25, 2019	(Wednesday)	Christmas
January 1, 2020	(Wednesday)	New Year's Day
January 20, 2020	(Monday)	Dr. Martin Luther King, Jr. Day
February 7, 10, 12, 14, 2020	(Friday, Monday, Wednesday, Friday)	Lincoln Day
February 17, 2020	(Monday)	Washington Day
May 25, 2020	(Monday)	Memorial Day

**Action/Date Requested: Information**

**Contact:** For holiday or academic calendar configuration questions, call Elias Regalado, Fiscal Standards and Accountability, at (916) 445-1165 or e-mail at [eregalad@cccco.edu](mailto:eregalad@cccco.edu).

cc: Chief Business Officer  
 Chief Instructional Officer  
 Dean of Admissions and Records, Registrar  
 Chief Information System Officer  
 Mario Rodriguez  
 Frances Parmelee

## Recommendation for Google for Education

The Academic Technology Committee and the Academic Senate recommends that the district enroll in Google for Education. The following is a list of reasons why the district should enroll:

- Free 24/7 support
- Easy collaboration in and out of the classroom and office arena
  - **Yuko Kawasaki, Nursing:** Currently in the Nursing department, we have loads and loads of binders filled with papers for each course. For example, my Nursing N250 class must keep a physical binder that has meeting minutes, team goals, semester summaries, etc. The binders can go “missing” and documents can just “fall out.” Google docs works really well for projects, because everyone can make trackable changes on the document and we don’t need to waste time hashing the same stuff over and over in person.
  - **Terry Wright, English Professor:** As a long-time in-class tutor and now an English A instructor, I cannot think of a better tool to conference with students than Google Docs! Working with students on Google Docs means we can conference both in the classroom/labs and outside the classroom. First of all, as a Writing Center tutor and instructor, in the last year I have noticed an increase in students using Google Docs instead of MS Word, so as instructors, we should be familiar with it. As an English A instructor, I encouraged students to email me any time with questions about their writing, and at least once a week I had a student email me pieces of their essay for feedback. It would be so much easier for us to collaborate on a Google document than for me to open their document, read it, then write back via email with my out-of-context comments. Within the classroom, this would make conferencing so much easier, since instead of taking the time to print a document, bring it to class, submit it, wait for the instructor/tutors to comment on it in writing, then calling students up one at a time, then sending them back with the hand-written comments (plus trying to remember what the instructors/tutors said when answering students' questions)... students and the instructor/tutors could write back and forth on a Google document as each student is reading and/or has questions. I also think this would help ease some students' anxiety about being called up to talk to instructors/tutors on their writing every single week. It takes a LOT of courage to listen to someone point out all your "areas of concern" face to face week after week! I think working more collaboratively AND privately with students on a Google doc will make students feel more confident and work more independently.
- Allows accessibility tools for the SRC
  - **Tiffani Lau, ED 38 and ED 140 instructor:** I am a learning disability specialist and a counselor in the SRC. I love Google and use their email and drive service. I use google slides and docs to create my lectures. Google has several AT extensions that I fully support. They are great educational tools for our students. Text Help has several google

extensions: Read and Write, Grammarly and Equatio.

Read and Write is a text to speech software program. Once enabled, it will read aloud what is in your doc or on a webpage.

A student told me that she has trouble in her English B class and Grammarly helps her with grammar. I haven't used this software since I teach a math support and computer class and do not require much writing.

Equation is Text Help's latest software. It takes math and makes accessible.

Math teachers can use it to share problems, have the students work it out and submit it back to the teacher. The teacher can see the steps that the student took, as opposed to, now, with MyMathLab, students only submit the answer.

People can type, hand write or speak the problem and it will be typed onto the computer. We would need to be a google campus to use this program for free.

Kurzweil 3000 is another text to speech software that has a google extension.

- **Brian Krause, SRC Computer Lab Technician:** It is imperative that ECC ensures campus wide, equitable access to technology for persons with disability (ADA & 508 compliance standards). Becoming a Google Campus will help us take a giant leap towards that goal. As of this moment, any student using a Chromebook does not have the same access to Assistive Technology (AT) we provide here on campus. Once we become a Google Campus it allows students to access all of Chrome Browsers (AT) extensions & plug-ins. This will allow students to access the same AT that Windows & Mac users have access too. Here's a link to why Chrome & AT are vital.

<https://sites.google.com/site/gchromeat/home/chrome-and-assistive-technology>

Useable on any device

- [Data is as safe](#) as any information in the internet
- [District owns all of the data; data is not sold to third party vendors](#)
- Allows faculty to use Chrome tools not available to the general public
- Allows faculty to increase their data storage significantly
  - [Each user has unlimited storage for Google Drive, Gmail, and Google Photos. \(If you have 4 or fewer users in your organization, each user gets 1 TB of storage.\)](#)
- Many students use Google for Education tools in K-12
- Exposes students to different online tools; increases knowledge; develops skills useful in the workplace



## MEMBERS

### Faculty

Judith Crozier (Humanities, Compton)  
Kevin Degnan (Humanities) ü  
William Doyle (Fine Arts)  
Mark Fields (IT Adjunct)  
Renee Galbavy (BSS) ü  
Chris Gold (Chair, BSS) ü  
Laurie Houske (BSS) ü  
Dean Lofgren (HAS)  
Lloyd Noonan (Humanities, Compton)  
Jim Noyes (NS) ü  
Pete Marcoux (Humanities) ü  
Malinni Roeun (Math, Compton) ü  
Mary Mc Millan (LLR) ü  
Janice Pon-Ishikawa (Counseling) ü  
Laura Welsh (Humanities)

### Management and Staff

Elana Azose (Trainer/Instructional Tech Specialist) ü  
Lisa Mednick (Alt. – Prof Dev't & Learning Supervisor)  
Rodney Murray (Alt.-Dean of Student Learning, Compton)ü  
Gema Perez (Instructional Media Coordinator: DE) ü  
Virginia Rapp (Dean, Business Division)  
Betty Sedor (Ass't Dir of Community Ed and Dev't)  
Claudia Striepe (Interim LLR Director)  
Celia Valdez (Instruct'l Div. Coordinator: DE, Compton) ü

### Visitors

Beth Katz (Institutional Research) ü  
Sheryl Kunisaki (LLR) ü

## MINUTES

### I) Updates

- The Online Education Initiative recommendation to apply to the consortium has had two readings at the Academic Senate. At the second reading, there were lots of questions about curriculum and rigor on the course exchange. It will be coming back for a third reading and possible vote.
- The integration between Canvas and Colleague is currently underway in a beta test. It is going well. We have both pieces and hopefully by January or December it will be up and running. By spring we should have a Canvas shell for every class.
- Rodney Murray, Canvas update. Compton met with the OEI folks and they are formally adopting Canvas. They are still picking an SIS but it won't impact their LMS choice. The faculty know that Etudes will no longer be used after spring 2018. All Compton courses will get shells when ECC gets them.

### II) NetTutor

- The LLR funds NetTutor and Sheryl Kunisaki attended the meeting. She requested a NetTutor report. NetTutor hours are currently limited due to use and cost limitations. Currently it is open between 5 pm and 9 am. We pay a flat fee based on the OEI rate. We are paying based on how much students use it. Online students are accessing the courses at night so it is a good time for tutoring.
- Beth Katz of Institutional Research delivered a presentation of the IR report on NetTutor. The highlights show that student success is significantly higher for English and Math



Distance Education Advisory Committee  
Meeting Agenda  
October 26, 2017  
West Basement Teaching Learning Center

students who use NetTutor. The full report is in the meeting materials.

- NetTutor has audio and video capability, but Sheryl hasn't seen it work.
- Renee Galbavy went "undercover" as a student to test NetTutor. There is a choice between a Q & A Center and a Live Tutor. The Q & A Center responded within an hour but gave a blanket response that they needed to do some research in order answer the question, yet they were easy questions. In the "Live Tutor," Renee asked 5 questions and only 20% of the answers were accurate – none of the answers were totally accurate and some were completely wrong with spelling errors.
- NetTutor seems to work for math and English. Pete will test it out for English. BSS faculty would not use it with their students.
- We need online tutoring for our online students. For the DE annual plan, let's continue with NetTutor, but let's ask that our F2F tutors do concurrent online tutoring their scheduled hours.

### III) Distance Education Institute, 2017

- The schedule was provided in the meeting materials. Chris is working on it and is close to being done.

### IV) DE Training Annual Plan Recommendations

- Now is a good time to update our DE training to respond to two changes: the complete migration to Canvas and our enrollment stabilization.
- With ECC entering enrollment stabilization, an important piece of the Enrollment Management Plan is increasing the online offerings. We need to get more people trained to teach online.
- Currently our training is two steps – Canvas Training and then pedagogy training, with the option of a waiver for each.



## Canvas Training

ECC - Intro to Canvas (3 weeks)  
ECC - Etudes to Canvas (3 weeks)  
@ONE - Intro to Canvas (4 weeks)

Waiver  
Training elsewhere and review of course



## Pedagogy Training

ECC - Online Teaching Certification (8 weeks)  
@ONE - Introduction to Online Teaching and Learning (4 weeks - 1st in sequence of 5 workshops)

Waiver  
Work with your Dean to fill out the waiver.  
Review using OEI Rubric

- We are currently having a problem with sequencing. Faculty must take the Canvas course first and then the OTC, but the OTC is not offered very frequently. This slows training and there is wide-spread confusion about what the training involves.
- At @ONE they have taken their 32 week certification program and have condensed into a 12 week certification program that incorporates Canvas and pedagogy training and is aligned with the OEI rubric. The 32 week program was far too cumbersome and the portfolio portion did not help faculty actually build a course.



**\*NEW\* @ONE**  
**Online Education Standards and Practices**  
**12 weeks**  
**Aligned with OEI Rubric**

OLD  
Introduction  
to Online  
Teaching and  
Learning  
4 weeks

OLD  
Intro to BB,  
Moodle, or  
Canvas  
4 weeks

OLD  
Designing  
Effective  
Online  
Assessments  
4 weeks

OLD  
Building  
Online  
Community  
with Social  
Media  
4 weeks

OLD  
Creating  
Accessible  
Online  
Courses  
4 weeks

OLD  
The  
Practicum  
12 weeks

**\*PROPOSED NEW\* ECC**  
**Online Teaching Certification**  
**11 weeks**  
**Aligned with OEI Rubric**

EXISTING  
Introduction  
Teaching with  
Canvas  
3 weeks

EXISTING  
Online Teaching  
Certification  
8 weeks

**INSTRUCTIONAL DESIGN SUPPORT**  
**EFFECTIVE FACULTY EVALUATION**



Distance Education Advisory Committee  
Meeting Agenda  
October 26, 2017  
West Basement Teaching Learning Center

- Chris suggests that we discuss following the @ONE model and combining our Canvas and OTC courses into one 11 week course. This one course would combine Canvas and pedagogy training. Either our new course or the @ONE course could meet the training requirement to teach online at ECC. This would greatly simplify the process. We do a great job of training but we don't provide much instructional design support after the training ends and we aren't thoroughly or consistently evaluating online courses. Chris suggests that after a faculty member finishes the certification course, they receive offers for support from an instructional designer and maybe an appointment with an instructional designer. Chris is also working on updating our evaluation tool and training people to evaluate.
- Chris proposed the new training course be taught by the DE Coordinator who has a lot more flexibility in offering training than Professional Development does. PD is restricted by all the other workshops and trainings that are already scheduled. Also, faculty would come to understand that DE is housed in the East Basement. They would know where to go for questions. Right now some faculty are going to PD for general DE questions.
- We talked about this with Professional Development folks and they have some concerns. What happens if someone has taken the Canvas training and then has to take the 11 week course. Will they feel like they are wasting time repeating what they just did? Also, Elana is concerned that it is not feasible to teach Canvas and the OTC together. Don't you need to learn Canvas first and then learn the pedagogy?
- DEAC members asserted that it is okay to learn Canvas as you are learning the pedagogy. As you learn a new tool on Canvas, it is good to then do something with it. If you learn the discussion tool, then it is good to use it to set up discussions.
- The two step process came from the Etudes requirement to be Etudes certified.
- It is a good idea to still offer separate Canvas trainings. If someone is coming from off campus and have taught on a different platform they may need it. Also, keep in mind that nearly all of the community colleges have migrated to Canvas and most of our online adjuncts will be trained in it within a year or two.
- DEAC members strongly agreed that we need to stream line the process. Faculty members are sometimes confused about the requirements and have said they won't teach on line because the training takes too long. Some DEAC members expressed disappointment with the quality of past online teaching training.
- The rubric has been helpful in evaluating online courses. The quality of our current online courses is uneven. Some are terrific, and some really aren't. We need to be more thorough and effective in our evaluation of online courses.
- Chris will be giving the shorter 3 page OEI check list to the Deans as a recommendation for use during evaluation.
- The Dean of Business has had to turn away qualified online adjuncts because the process is so onerous and the adjuncts didn't want to deal with it.
- In the past we had a year long process for training.
- We are front-loading with lots of training, but we drop the ball and don't provide support





Distance Education Advisory Committee  
Meeting Agenda  
October 26, 2017  
West Basement Teaching Learning Center

when faulty are building and teaching their classes.

- DEAC members agree the training should be shorter than 11 weeks and we should provide more support after.
- During the training, we don't learn much if we aren't building the class. We have to do it to figure it out.
- One instructor had taught online for eight years and had even trained other faculty to teach on line and wasn't aware of the waiver. He took the OTC because he thought he had to and it was a waste of his time. The training acts as a road block to getting good people to teach online. It is too long and it is only offered at specific times.
- One idea is to use the OEI rubric which has 12 objectives – 2 a week could be taught. It could be self-paced.
- The course is especially useful for faculty who are not as tech saavy or have never taken an online course themselves. When they finish the training, at least they have one module to get started.
- There are teachers who have done the Canvas training but are still teaching on Etudes.
- Faculty are changing. The younger faculty find this more intuitive and don't need as much training.
- For the past four years, we have discussed training and every year something else has been suggested. This is the most streamlined version yet.
- We can simplify this so that there is one class at ECC and one class at @ONE that can qualify for certification. And it is taught by the DE Coordinator.
- Our contract was revised so that you can get a “needs improvement” in online instruction that won't impact your overall evaluation. This empowers Deans and faculty to clean up online instruction and ensure quality.

## MEETING MATERIALS

The **meeting packet** was emailed to committee members and contains the following materials:

1. NetTutor Student Users and Course Outcomes, Spring 2015-Spring 2017
2. Distance Education Institute Planning
3. Training and Certification for Canvas and Online Instruction at El Camino College

## MEETING SCHEDULE – 2017/18

### **Fourth Thursday of the month, 1-2:00**

1. Thursday, Sept. 28 - 1:00-2:00 Teaching and Learning Center (TLC) in West Library Basement
2. Thursday, Oct. 26 1:00-2:00 TLC in West Library Basement
3. Thursday, Nov. 23 1:00-2:00 DE Room/Library 166
4. Thursday, Feb. 22 1:00-2:00 DE Room/Library 166
5. Thursday, March 22 1:00-2:00 DE Room/Library 166
6. Thursday, April 26 1:00-2:00 DE Room/Library 166



Distance Education Advisory Committee  
Meeting Agenda  
October 26, 2017  
West Basement Teaching Learning Center

7. Thursday, May 24 1:00-2:00 TLC in West Library Basement

## Student Exchange FAQs



CALIFORNIA COMMUNITY COLLEGES  
ONLINE EDUCATION  
INITIATIVE

### ***What is the CCC Course Exchange?***

The Exchange allows students to take online classes offered by the OEI Exchange Consortium of participating California community colleges. Students who cannot get the courses they need at their Home college will be able to access equivalent courses at another California community college via a streamlined online registration process.

The CCC Exchange targets students who are eager to complete their degree and transfer requirements, but are limited because of “hard to get courses at their Home campus.” If you are a student needing only one or two remaining courses to complete your degree or transfer requirements and for whatever reason can’t complete it at your Home campus, the CCC Exchange may work for you.

### ***What is the OEI and how is it connected to the Exchange?***

Online Education Initiative (OEI) is the facilitator of the CCC Course Exchange. It is a state initiative, funded by the California Community College Chancellor’s Office that provides support to colleges’ Distance Education programs, and coordinates the support of online resources and services for students and colleges participating in the CCC Exchange.

### ***What is the OEI Exchange Consortium?***

The OEI Exchange Consortium is a group of California community colleges that are working together to offer a successful pathway for students needing to complete their degrees and transfer requirements online. All colleges in the Consortium are fully accredited California community colleges. Each Consortium member college have contractually agreed to participate in the OEI Course Exchange by offering sections of “in-demand” online courses so that students from member colleges may have more options.

### ***What is a Home College and what is a Teaching College?***

The Home College is where you the student, are currently enrolled, intend to complete a degree or certificate program, and where you first completed the following matriculation steps: New Student Orientation, English/Math placement, an official education plan developed by a counselor. The Teaching College is any participating college offering courses taught by faculty from a college other than the Home College. Additionally the Home College will process all Financial Aid disbursements.

### ***Can any student register for Exchange Courses?***

At this time only students who are attending Consortium member colleges that have signed the OEI Exchange Consortium agreement have access to the Course Exchange. Additionally there is a very small category of students (see here for ineligible) who are not eligible to participate in the Exchange even if they are attending member colleges. This is because these programs and groups have their own programmatic limitations regarding taking online courses that are outside the scope of the Course Exchange.

### ***How do I participate in the Exchange?***

To participate in the Exchange you must first be enrolled at a participating Home College in the current semester ([Click here for a list of participating Exchange Consortium college.](#)) Once you gain access to the Exchange via your Home College registration portal, your pre-filled Open CCCApply admission application (which you completed when you first applied at your Home College) will be made available for your review. Once you verify that the information is accurate, you will be required to electronically submit it for admission to the Teaching College.

### ***In order to use the Exchange, am I required to register for courses at my Home College?***

Yes. As a student you must be registered for at least one class at your Home College in the current semester before you can access the Exchange.

### ***How soon can I register for an Exchange course after submitting my pre-filled CCCApply application to the Teaching College?***

The timeframe between submission of your application and confirmation that the Teaching College has accepted the application will vary. After receiving the submitted pre-filled admission application, the Teaching College will process the application, and then send information regarding your acceptance status. Once accepted, you can continue the Exchange course registration process.

### ***If I take courses from a Teaching College through the Exchange will I still be considered a student at my Home College?***

Yes you will still be a student at your Home College. When you submit your pre-filled CCCApply admission application to a Teaching College via the Exchange, this means that you made the decision to enroll at a second college and complete a course offered by that college. This does not mean that you are no longer a student of your Home College; instead you are now a student of two California community colleges in the same semester. As such you are expected to abide by the policies and practices of both the Home and Teaching College where applicable.

### ***What is an Exchange Course?***

An Exchange course is an online class offered by a Teaching College that is made available to students who are enrolled at one of the other participating Exchange Consortium member colleges.

### *What courses are available through the Exchange?*

Only fully online courses are available in the Exchange. At this time on ground or hybrid courses are not available. Once you access the Exchange you will be able to see a list of available courses and the colleges offering the courses.

What colleges are offering Exchange courses?

To get a list of the participating CCC in the Exchange please visit\_\_\_\_\_. The college information is also available when you access the list of Exchange courses.

### *Will Exchange Courses count towards my degree?*

All courses offered through the Exchange, are fully articulated courses that are equivalent to courses offered by your Home College. Also acceptance of the each other's Exchange courses is part of the Agreement among Exchange Consortium member colleges. To know if the Exchange courses will count towards your degree at your Home College, prior to registering for a course in the Exchange, you are encouraged to meet with a counselor at your Home College to get help identifying the correct courses for your degree or transfer requirements.

You should also review your Student Education Plan to identify what courses are required for degree completion at the Home College. Once you identify what courses you need, use the Exchange to find the equivalent course offered by the Teaching College. If the course is offered and you successfully complete it, you can then have your transcripts sent to the Home College in order to receive completion credit.

### *How will I know which courses are open when I am ready to use the Exchange?*

Access to Exchange courses is available via the registration portal at your Home College. Once you are able to access the Exchange link, there will be a list of open courses and the respective Teaching colleges offering the courses.

### *I maxed out my attempts at completing a particular course at my Home College, and still did not complete it. Can I retake the course through the Exchange?*

Yes, but only if the course/s is being offered by a Teaching College. Once a student becomes a student of the Teaching College he/she would have not yet taken the course at that particular Teaching College therefore repeatability is not an issue. As is the practice, and in the absence of a Course Exchange, community college students in California are allowed to register at a different community college or district to complete a course that is no longer available to them at their Home College.

### *Will I be required to complete my New Student Orientation and English and math assessment before I registering for a course in the Exchange?*

Yes. One of the ways the Home College is defined, is by completion of the matriculation steps, therefore any student interested in taking a class through the Exchange will be **required** to complete the Home College's matriculation steps of New Student

Orientation, Math and English Assessments, and completion of a Student Education Plan. Once completed, this information will be shared with the Teaching College and you will not have to retake any of the steps at the Teaching College. If you were exempt from any of the steps at your Home College, that information will also be shared with the Teaching College. Not completing your matriculation steps will lower your priority registration date at your Home College.

### ***If I have priority registration at my Home College will I also get priority registration at the Teaching College?***

To register for a Teaching Course Exchange course, students will use the same priority registration date assigned to them by their Home College. This is in compliance with Section 58108 of Title 5 California Code of Regulations enrollment priority guidelines for establishing student registration priority. E.g. if you are priority Level One at your Home College you will be able to register with priority Level One students at the Teaching College.

It is important to note that because colleges may have different registration start dates, a registration date for priority Level One, may be later at the Teaching College than it is at the Home College. As a result, students will only be able to register for a Teaching College Exchange course when their Home College assigned registration date is available and not before.

### ***Will my Financial Aid cover my Exchange course?***

Colleges participating in the Exchange Consortium have agreed to a Federal Financial Aid consortium agreement. Under agreement the Home College will be responsible for the distribution of Financial Aid awards for Exchange students. If you are eligible for federal Financial Aid at your Home College, you may be able to have your Teaching College units and Home College units combined counted towards your maximum financial aid award. To get further details, contact your Home College Financial Aid office and ask about the OEI Exchange Federal Financial Aid consortium agreement.

### ***Will my BOG waiver cover my Exchange course tuition?***

Exchange students will be required to complete separate BOG waiver applications, one for the Home College and another for the Teaching College offering the Exchange course. If you meet eligibility requirements at each school, then you will receive a BOG waiver for the Exchange courses.

### ***I don't have Financial Aid or a BOG waiver, what is the process for paying for my Exchange courses offered by the Teaching College?***

After completing the registration process for your Exchange courses, you will be directed on screen to the Teaching College's payment system so that you can pay for your Exchange course. Please note that this will be a different system than your Home College system since you will be paying your tuition for the Teaching College course directly to the Teaching College.

### ***How do I get my transcripts after completing my Exchange course?***

In order to get a transcript of the courses completed at the Teaching College, you will be required to request a copy of your transcripts sent to the Home College using the Teaching college transcript request process. Once the Home College receives the transcripts, under the Consortium agreement, the student will receive completion credit for the Exchange course/s.

### ***What about grade changes? Who do I contact regarding if I want to request a grade changes for an Exchange course?***

Since the course was offered by the Teaching College, any grade change issue would be subject to the grade change policy of the Teaching College. A student needing a grade change would need to contact the Teaching College not the Home College.

### ***Are Student Support Services at the Teaching College available to me?***

Yes. If you submitted a pre-filled CCCApply admission application and it is accepted at the Teaching College, you then become an enrolled student of the Teaching College, and thereby entitled to access all services that are available to students attending that college. Consortium member colleges participating in the Exchange have agreed to provide Exchange students with quality online student support services in the form online counseling, tutoring, test proctoring, online student readiness and more.




CALIFORNIA COMMUNITY COLLEGES  
**ONLINE EDUCATION**  
INITIATIVE


Access | Quality | Completion

# El Camino College Survey of Entering Student Engagement (SENSE) 2016 Results Highlights



## Entering Students Profile (N=662)

**51%**  Percent of respondents indicated that neither parent has college

**33%**  Percent of respondents indicated that English was not their first language



### Before the beginning of the semester...

**32%** attended an on-campus orientation

**7%** of respondents were not aware of orientation



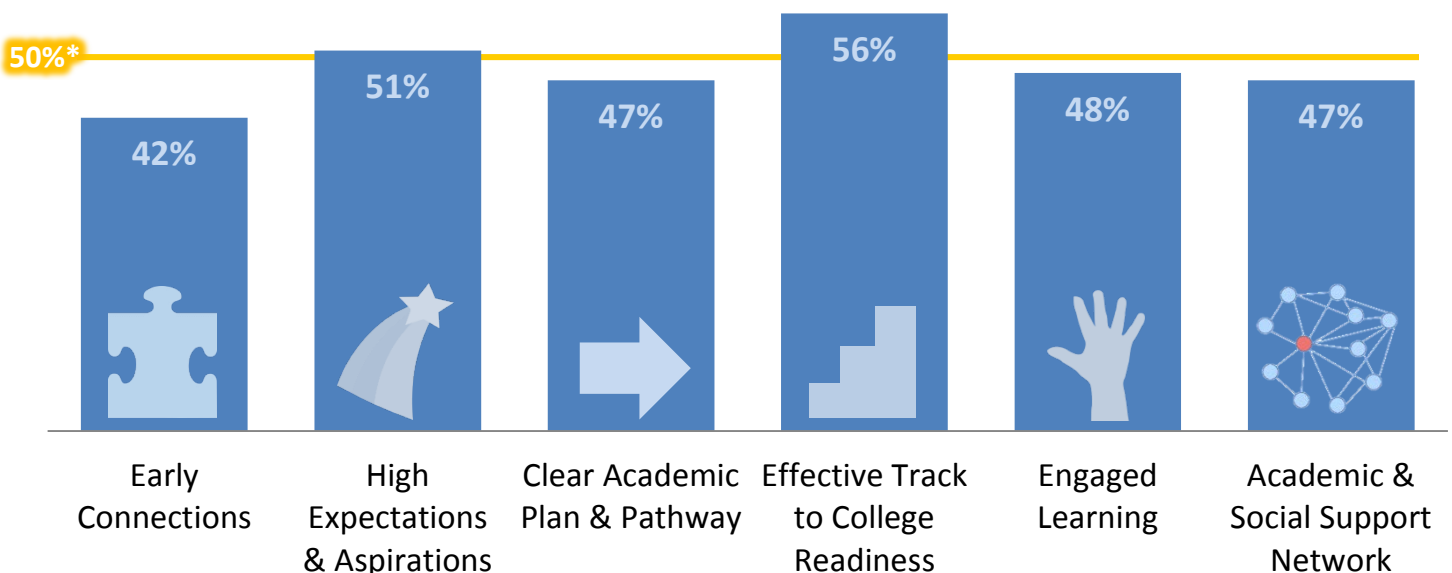
**47%** completed orientation online

**51%** credited their friends, family, and other students as the main source of academic advising. This includes:

- help with academic goal-setting
- course recommendations
- graduation requirements

## Benchmark Scores for ECC Compared to SENSE Cohort

— SENSE Cohort



\* Each benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean always is 50% and the standard deviation is 25%.



## Early Connections

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18a. The very first time I came to this college I felt welcome	63.5%	75.3%
18i. The college provided adequate info. about scholarships, grants, loans, etc.	42.6%	54.0%
18j. A college staff member helped me determine if I qualified for financial aid	23.9%	38.6%

## High Expectations & Aspirations

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester.	Agree/Strongly Agree	
	ECC	SENSE Cohort
18b. The instructors at this college want me to succeed	82.4%	88.0%
18t. I have the motivation to do what it takes to succeed in college	86.9%	88.5%
18u. I am prepared academically to succeed in college	83.0%	84.9%

## Clear Academic Plan & Pathway

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18d. I was able to meet with an academic advisor at times convenient for me	55.5%	66.1%
18e. An advisor helped me to select a course of study, program, or major	61.2%	64.9%
18f. An advisor helped me set academic goals and create a plan for achieving them	53.4%	46.5%
18g. An advisor helped me to identify courses I needed to take my first semester	71.5%	75.1%

## Effective Track to College Readiness

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
21a. I learned to improve my study skills	73.1%	75.0%
21b. I learned to understand my academic strengths and weaknesses	64.8%	73.0%
21c. I learned skills and strategies to improve my test-taking ability	52.1%	56.8%

## Engaged Learning

During the first three weeks of your first semester at this college, about how often did you do the following?	Two or more times	
	ECC	SENSE Cohort
19a. Ask questions in class or contribute to class discussions	59.5%	67.4%
19m. Discuss an assignment or grade with an instructor	27.1%	32.2%
19n. Ask an instructor for help regarding questions or problems related to a class	43.2%	45.1%
19o. Receive prompt feedback from instructors on your performance	44.1%	46.0%
From the time of your decision to attend this college through the end of the first three weeks of your first semester. How often did you use the following services?	Two or more times	
	ECC	SENSE Cohort
20.2d. Face-to-face tutoring	6.7%	8.5%
20.2f. Writing, math, or other skill lab	14.2%	22.7%
20.2h. Computer lab	33.7%	34.9%

## Academic and Social Support

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:	Agree/Strongly Agree	
	ECC	SENSE Cohort
18l. Instructors clearly explained academic and student support services available	65.8%	71.9%
18m. All instructors clearly explained course grading policies	85.6%	87.9%
18n. All instructors clearly explained course syllabi (syllabuses)	92.3%	91.0%
18o. I knew how to get in touch with my instructors outside of class	86.8%	88.4%
18r. At least one instructor learned my name	76.3%	85.6%

The entire SENSE report can be found in the "Surveys" section of the Institutional Research & Planning website.

## Planning & Budgeting Committee

October 5, 2017

Draft Minutes

The meeting was called to order at 1:06 p.m.

### **Approval of the September 21, 2017 Minutes**

1. The minutes of September 21 were presented to the committee for approval.
2. The minutes were approved as presented.
3. The minutes will be posted on the updated website through the president's page under planning and budgeting.

### **PBC Purpose and Goals** – R. Natividad (handout)

1. No suggested changes were received for any changes regarding the purpose statement.
2. **Motion:** A motion was made by J. Troesh recommending approval of the current purpose statement for 2017/2018. The motion was seconded by A. Grant.  
9 approved  
0 opposed  
0 abstentions  
**Motion Approved.**
3. The six goals for the Planning and Budgeting Goals for 2017-2018 were reviewed and discussed. Two years ago it was decided to develop an action plan utilizing the college-wide evaluation of the planning and budgeting process. The evaluation was conducted last year but it was noted that at this point the results are dated. It was asked if this item could be tabled for now.
4. It was noted the second goal listed was part of charge of the Strategic Planning Committee to review. Their results should be completed by November.
5. It was recognized the newly reformed Strategic Planning Committee will be taking on the goal of evaluating the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives in the future.
6. It was noted the reviewing and improving the yearly activity calendar was accomplished. The information on the calendar is shared with the committee and is posted for all of the campus community to review. The committee was asked to consider if there are any reports they would like to be informed on or any particular presentations given to the PBC, please inform R. Natividad.
7. It was noted the evidence of constituent group communications regarding PBC was partially accomplished through constituent group communications and emails provided by members to the groups they represent. It was recognized there should be continued progress in the classified and police officers' association areas on this subject. It was discussed the idea of some short action items or highlights given at the end of each PBC meeting would help assist in this endeavor.
8. R. Natividad will be reaching out to the Vice Presidents and see what their experiences have been and what they envision for the direction of our PBC.
9. It was suggested once the Distance Ed Plan is completed, it should come to PBC so it can be viewed from the perspective of enrollment management and strategic planning.

**Financial Aid Update / BOGFW** – M. Guess (handout)

1. Changes to the financial aid regulations and processes were discussed. Students will be able to submit the free application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) beginning on October 1, 2017, for the 2017-18 award year.
2. Students will report their 2015 year income and tax information on both the 2016-17 and 2017-18 FAFSA applications. The U.S. Department of Education will flag student FAFSA applications with a C-Code 399 if there are significant discrepancies on reported tax information between the two FAFSA applications since both FAFSAs should be using the same tax and income information.
3. The U.S. Department of Education announced the maximum Federal Pell Grant award will increase to \$5,920 for the 2017-18 award year.
4. The freeze date will lock units as of the census date for fall and spring semesters to determine financial aid eligibility for the term.

**ITS Update** – A. Leible (handout)

1. Project updates were given for the area of Information Technology Services. The wireless campus system is 95% completed at this time with 650 new units installed.
2. A next generation Firewall will be forthcoming in Purchasing.
3. A document management system is on the horizon to assist with having a paperless college. The purpose of this would be to bring on a forms engine, workflow, approval que flow, and e-signatures along with security and accessibility in a web presence.
4. Document archiving is currently happening right now throughout campus.
5. Self-service options are forthcoming which will help students interact on-line (mobile). This is currently being installed.
6. Canvas to colleague integration will help communication flow back and forth between the campus and colleague.
7. CRM recruit is prospective student outreach management software that will be completely cloud based.
8. TracDat/PowerBI upgrade which I. Graff is currently working on.
9. Also being worked on is computer lifecycle (refresh) and campus network switching upgrades and replacements.

**Adjournment** – R. Natividad

1. The meeting adjourned at 1:56 p.m. The next meeting will be held on **October 19, 2017** at 1:00 p.m. in the Accounting Conference Room.