Officers & Executive Committee

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

Adjunct (One-year terms)

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

Behavioral & Social Sciences

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

Business

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

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Counseling

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

Library Learning Resources

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

Fine Arts

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

Health Sciences & Athletics/Nursing

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

Humanities

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

Industry & Technology

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

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Stephanie Rodriguez

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

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

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

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

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

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

El Camino College Academic Senate 2016-2017 Goals

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

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

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

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

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

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

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

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

ECC (El Camino College) Acronyms

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

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

Agenda and Table of Contents: Tuesday May 2nd, 2017 in Distance Education Room 166

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

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

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

Adjunct (1 Year)
☒ Dustin Black
☒ Karl Striepe

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

Business
☒ Kurt Hull
☐ Phillip Lau
☐ Nic McGrue
☒ Josh Troesh

Counseling
☒ Anna Brochet
☐ Yamonte Cooper
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Fine Arts
☐ Ali Ahmadpour
☒ Daniel Berney
☐ Diana Crossman
☒ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
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☐ Colleen McFaul
☒ Russell Serr

Humanities
☐ Rose Ann Cerofeci
☐ Ashley Gallagher
☒ Pete Marcoux
☒ Christina Nagao
☐ Adrienne Sharp

Industry & Technology
☐ Ross Durand
☒ Mark Fields
☒ Lee MacPherson
☒ Jack Selph
☒ Charlene Brewer-Smith

Library Learning Resources
☒ Mary McMillan
☒ Noreth Men
☒ Claudia Striepe

Mathematical Sciences
☐ Megan Granich
☐ Matthew Mata
☒ Ben Mitchell
☒ Jasmine Ng
☒ Catherine Schult-Roman

Natural Sciences
☒ Mohamad Abbani
☒ Sara Di Fiori
☒ Troy Moore
☒ Ryan Turner
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

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

Assoc. Students Org.
☒ Patrick McDermott

Compton Education Center
☒ Paul Flor
☒ Chris Halligan

ECC Federation
☒ Carolee Vakil-Jessop

Curriculum Chair
☐ Allison Carr

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

Excused: Y. Cooper, Y. Kawasaki,
A. Gallagher, A. Sharp, M. Mata, A. Carr

ACADEMIC SENATE MINUTES

April 18, 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 fifth Academic Senate meeting of the spring 2017 semester to order on April 18, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of packet for minutes from the April 4 meeting. Minutes were approved with corrections.   M. Fields motioned, K. Striepe seconded.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-15)

We are pleased to have Associate Dean Randall Davis with us today. R. Davis: Good afternoon everyone, I was initially hired at ECC in 2012 as an adjunct faculty in Administration of Justice. I moved to the Interim Associate Dean in September, 2015, which lead to my current role. Before I came to ECC, I had a "dual career." I worked in law enforcement for the Orange County District Attorney's office over 20 years. At the same time, during the 90's, I was an adjunct at several different community colleges. I also worked for the State of California for some of their training and development programs. I have written numerous books on law and Crime Scene Investigation; that is my specialty. I am kept very busy as dean, there is never a dull moment with 18 academic departments. I work closely with the Strong Workforce Program, budgeting, grants, and supervision. I'm on the LA/Orange County Regional Consortia as a voting member. I've been working on expanding our public safety training center; it is needed here in the South Bay. It would help bring in students who never would have come here initially. I'm working with EMT'S, Fire, Paramedics, and Hazmat to expand training and hiring. KDD: Thank you for taking the time to join us. This is a great way to see what is going on around campus!

There are a couple of things I want to share with the senate. The Board met last night, and Dr. Maloney invited Dipte Patel (Dean of Counseling), to give an update on the Dreamers Task Force. Dipte is the chair of the Task Force, which is comprised of administrators, staff, faculty, and students. The list of things that have happened since November is very impressive. We have a lot to be proud of. The college has come together and been a model for collaboration campus-wide.   The Senate, Counseling, Financial Aid, and Student Development have all been very busy. The Board seemed pleased, and President Brown offered his help and support if there was anything we need in our efforts to secure our "Dreamers." That was very much appreciated!

The Board also reviewed the resolution that we discussed and endorsed in principle at our last meeting. The resolution is in support of Excellent, Comprehensive Educational Programs for all Students. Last night was the first reading. There were some comments and suggestions that we expand the non-discrimination statement to include sex, sexual orientation and gender expression. We already have a resolved relating to Campus Police and their approach to students and their immigration status. One of the trustees suggested adding a "Whereas" statement for the Mission of the Campus Police. Dr. Maloney is going to be gathering feedback and information and the resolution will be coming back to the Board of Trustees for a second reading in May.

We also had a retirement on our Board Agenda last night. Dr. Jeanie Nishime will be retiring effective August 1st of this year. We will give her a formal farewell at a later meeting. She has been a strong student-centered leader for our campus. Also, a true partner for the Academic Senate. She will be greatly missed!

As a reminder, all the materials for the Board meetings are on the website, including the agenda, and previous minutes. Dr. Maloney also provides a "Cliffs Notes" version of the agenda, because it is quite extensive. There is a lot of information in there, so her summary gives you a useful overview of some of the things the board is discussing.

Our next Senate meeting will be the day before our campus-wide, lockdown/shelter-in-place drill. So I thought this would be a good time to remind you that it is coming up. We are asking for your help in getting the word out to the divisions. Faculty are the lynchpin to make sure it is a successful drill. We help to make it a smooth experience for the campus. There have been a number of improvements since the fall drill. The drill this time will be shortened; last time it took 20 minutes, this time it will only be 10 minutes. The chief wants to minimize the disruption to teaching and student learning. The phones in all the classrooms should be working, they are being tested on a regular basis. The phones have been installed everywhere on campus. They are also in the process of adding speakers to the "blue poles." Two have been installed, but more are on the way. This month is when the installation of the locks is supposed to begin for classrooms that didn't have a way to lock from the inside. Thank you to Daniel Berney and Ashley Gallagher for helping to serve on the advisory committee. We heard from students that they appreciate it when the faculty take an active role in the drill so our campus can be better prepared. C. Striepe: There are 2 classrooms in the library that have no phones. KDD: I will follow up with Art and the Chief on that so they know. Thank you for the information.

I would like to share some resources with you so you can be better prepared in your classroom for the drill. You can decide how much or how little you can incorporate into your teaching. A couple of meetings back, I shared some information about Nixle. There was a half sheet of information as well as a video. Last count we had about 4,000 people who had signed up for Nixle. Obviously, we have more than 4,000 bodies on campus, so we need to improve. There are guidelines on the ECC website in the event that we have an active shooter on campus. The video we showed at spring Professional Development Day about a year ago is also a good teaching tool. Any other suggestions or comments on ways to improve campus? M. Fields gave a nod of approval, noting that we are taking useful measures to prepare our campus.

Thank you to Claudia Striepe who will serve at the Spring Plenary for the ASCCC in San Mateo. We will hear more from her when she returns.

b. VP – Compton Education Center – Paul Flor

KDD: It is no nice to have Paul here, there are a lot of things going on at the Compton Campus. P. Flor: I am apologizing for being absent for what appears to be a long time. I know Chris (Halligan) has been filling you in on what has been happening. I am going to give you a brief rundown on what has been happening since Chris' last report. We have been in consultation at the Center talking about outreaching with our high school feeder schools providing transportation services for students. We are negotiating a new pass with Metro, Metro Transit and Long Beach Transit, so that through some of our programs we can offer some subsidized transportation passes to our students. We have had a lot of interest from Paramount and Lynwood school districts that want to partner with this. We would attract more students that previously would not be coming to our center. This has an enrollment management or outreach component to it. We have been speaking to high school students that come to our campus during the summer. Right now, we are designating some buildings for demolition. We will have a temporary village in a parking lot on campus for the first two weeks of summer. It will reduce the number of parking spaces. We are contemplating using a valet service for the first two weeks of summer. There are other campuses doing this. As far as cost, we are looking into this. I think it would be worth the investment, because it would increase enrollment. We are very close to reaching our enrollment goals. We

are not planning to borrow for this year. We are in stabilization. We also just finished our self-study and our accreditation team visit before spring break. We sent some people, along with Dr. Maloney and Irene Graff, to the ACCJC conference in Irvine. There was a lot of information specifically directed at institutions who are in the process of working towards their self-evaluation report with all the new standards. It was interesting that I perceive a new direction for ACCJC. The interim president, Dr. Richard Winn, was also gracious enough to come to the campus on Friday after the conference and spoke to faculty leaders, students, Dr. Maloney, and administrators. We get a sense from Dr. Winn that the ACCJC is listening to concerns that have been expressed by many constituents, and it appears that they will be more user friendly. Dr. Winn comes from a senior accrediting institution, and he is the interim as of now. There does look to be more optimism state-wide as of right now. The Chancellor was there as well. If you remember Chancellor Greg Harris' position with the ACCJC looked very different; now with Chancellor Oakley, it seems like the commissioners are listening to outside groups. There are 2 workgroups with the commissioners, and they are looking at possibly implementing having more conferences. There is nothing official. We received recommendations from the visitors. It looks like it was good for us. We will wait for June 4th to get the official report. We are keeping our fingers crossed that at commencement, when the Chancellor speaks, maybe he will give us a special announcement.

As far as specific sessions I attended, there was one that I thought was very useful referring to specific standards. One had to do with instruction and the use of faculty evaluations. Many of the participants were raising the question of whether the ACCJC is putting it out there that faculty unions or bargaining units need to be more proactive on the language in our contracts regarding the evaluation process. As they relate to student learning or student success. It wasn't contested, but some people were bringing up good points. There were presentations and discussions on SLOs, and ways to make them more useful in how to assess student learning. What is the value of SLOs and not just to comply. Another presentation of interest was how we can be more prescriptive as a guiding unit. I am going to give KDD these presentations, and she can forward them to you, because they are quite lengthy. C. Halligan: Are the facilitators questioning the value of SLOs? Do they assess student learning or is it a waste of time? P. Flor: There are many camps. Those who are involved in SLOs find it to be useful. Those who are not facilitating, are questioning the real value. They wonder if SLOs measure student learning. C. Halligan: I have heard that we can't relate SLOs to tangible student success. P. Flor: There are trends for assessments. Right now SLO's are the game. Until there is a change, we will have to continue to comply. Their suggestion is that we don't look at SLOs as a compliance process, we need to find instructional value and student service.

c. Chair – Curriculum – Allison Carr

A. Carr was unable to make the meeting today because of a scheduling conflict.

d. VP – Educational Policies –Chris Gold

No report, we haven't had a meeting since our last senate meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 13-14)

KDD: Stacey and the PRIDE design team got a shout-out at the BOT meeting last night. Dr. Maloney was talking about how successful the program was, and how proud she is of what has been happening. S. Allen: We are excited to have a new member of our committee, Carolee. Another reminder, the roundtable follow-up discussion is scheduled for our Informed and Inspired series. The first workshop was a huge success! Dr. Victoria Kwon, from our Student Health Center, spoke on the Autism Spectrum Disorder and gave out some very important information. I encourage you all to come on Thursday. Even if you weren't there for the presentation, you will still learn a lot. Claudia and Briita did a great job to get that organized. I hope that you will all come on Thursday at 1:00 to be Informed and Inspired.

f. VP – Finance – Josh Troesh (pgs. 15-16)

We will have our first reading on Thursday on the Making Decisions document. If you have any thoughts or comments, please email me. If there is anything significant that the senate should discuss, obviously we will have a chance at the next meeting to talk about it before the final reading. KDD noted that the document has already been reviewed by the College Council.

g. VP – Academic Technology – Pete Marcoux (pgs. 20 – 26)

I wasn't here for the last meeting, so I have some catching up to do. I am going to touch on the relevant points. Faculty computers in the classrooms in Art & Behavioral Sciences and Music are going to be replaced this year. They ordered about 200 computers. The Library are getting new computers. We are moving away from Dell; the Library is getting HP computers, they are cheaper and more functional. Scanning in archives is being worked on, it is a huge project. They just completed Human Resources, now they are working on Admissions and Records. We finally got the contract signed for Campus Wi-Fi. They estimate an August 2017 completion date. They will start with the most populated buildings, the newer buildings. If you are in a building that is slated for demolition, you will not be getting Wi-Fi. They will backfill with some of the old routers. The portal will be getting a make-over. Office 365, which is a Windows version of gmail, online, cloud-based programs, we will be moving to that. We will start with the students' emails during the summer. They hope to get it done before the fall semester. Eventually, after the students get it, the staff will be next. That means you will receive Windows Defender which is their security. You will receive one Terabyte of storage. You won't be asked to delete your emails. You will be able to download the latest version of Office on 5 computers. Canvas is working on details for an end-of-April fix. They are having trouble linking rosters with Canvas. Right now they are doing it by hand. Some of our goals: We are working on a master calendar system. We are moving towards a paperless campus. They are working on an electric signature program. We will be on a 6-month cycle for security. If you are having problems accessing sites, let ITS know. This is new to the campus. G Sweeper Google, a few faculty have asked about that; it allows us to use Google for an online learning management system. It can be run side-by-side with Office 365. There was a question about who contact for problems with OU Educate. After some discussion, it was decided to contact Public Relations and Marketing.

h. VP – Instructional Effectiveness/ALC & SLO's Update – R. Serr

We are finished collecting data for ILO #3- Community and Personal Development. We still have a student survey with a large amount a data to add to our results. IR will continue working on this over the summer. Hopefully, during fall PD Day, we will have all this data collected, so we can report on it.

Then we will start working on ILO #4 – Information Literacy. We are starting with the planning stages.

SLO Assessment - 435 of 485 = 90% complete! Our goal is 100% completion, this is great progress!

PLO Assessment - 21 of 39 = 54% complete! Our goal is 100%. Many campuses are having trouble with disaggregated data at the course level. It is very time consuming.

Anything missing from fall 2016. It posts about a year after the deadline. If there is something that didn't meet the deadline, it should still be posted ASAP.

Most campuses have disaggregated info. We have done some pilots and we are looking into this and it is a labor-intensive process. We are in compliance, but there is more to come. We are making strides. There is a taskforce right now with Irene and they are looking into other ways to collect and process this data.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Dr. Shankweiler: Is it my turn now? I wanted to report about this data. I think there is a misunderstanding on what this data is supposed to mean. There are efforts underway to find a sustainable way to disaggregate data. There is "softening" all around the requirements for reporting forms, disaggregation, and sub changes. There used to be data on job placement, and we can't get that. They took out the text boxes. I haven't had to do a sub change yet. I think in the next year there will be a lot of changes.

Dr. Nishime and I have been busy with hiring committees. That is where she is today. I want to say something about Dr. Nishime's retirement. I attended the CIO conference, and I learned that it is not common for the VP of Instruction and the VP of Student Services to get along. I didn't know that. At many schools they are antagonists.   Jeanie was so welcoming to me when I came here. That is to the benefit of the whole school, for the two of us to work well together. I certainly hope that is a priority in her replacement.

I was pleased with how enrollment played out this semester. It wasn't revolutionary. For the past 3 years, enrollment has gone down. This spring it is more, not much, but more. It is stopping the downward trend. We didn't make our goal, but we beat our winter goal. We wind up ahead because Winter provided so many FTES. We will still be in stabilization. We got positive results from Winter. The students need the gateway courses. We need to offer those in Summer and Winter. We need to increase our 2nd 8 week courses. We can strategize with the Deans on this.

Dr. Jeanie Nishime - VP of Student and Community Advancement

In hiring committees today.

E. UNFINISHED BUSINESS

Officer Elections – Chris Wells

It is my understanding that we only have 1 candidate for each office. We need a motion to vote by acclamation, for those who graciously accepted (or were strong-armed); Chris Wells motioned, S. Di Fiori seconded. KDD: motion carries and passes. The nominees were then unanimously elected. Congratulations to all those who were nominated. These folks work tirelessly, please say thank you to them. It is not easy work. It is a pleasure and honor to work with them. D. Berney: 4 more years for the President's position!   KDD: President-elect, will be chosen in Fall 2017, to begin serving Fall 2018. That person will attend the ASCCC Faculty Leadership Institute in Summer 2018. I will be happy to answer any questions you might have, and show you the lovely suite in the library. It is a great opportunity to make a difference on campus. P. Marcoux: It is a nice first step if you want to get into Management/Administration. C. Wells: When is the leadership institute? KDD: This Summer, and we are sending Rene Galbavy. She has been active on our DEAC efforts. We don't normally send someone each year, we don't have the funding. Dr. Shankweiler: I am scrounging for money to pay the costs. KDD: Traditionally, the incoming president goes before they step into the role. Jean has been generous to help with funding for this year.

F. NEW BUSINESS

BP/AP 4230 Grading and Academic Symbols: 1st Reading – Chris Gold (pgs. 19-29)

I will walk you through this first. This is a revised Board Policy from 2009. We took the procedure out of the policy. This has gone through the Ed Policies committee. We had a special meeting where we invited Bill Mulrooney, Quajuana Chapman, Matt Klein, and Counseling. It has been thtough Deans Council. There are some Title 5 references that have recently been changed.   The CCLC templates are not as useful. There was a lot of "procedure" content in the policy. The changes to Title 5 are here. We had a conversation back in the fall about plus/minus grading. The Ed Policies

Committee did not support the idea of including "SP" for Satisfactory Progress. Lars Kjeseth commented that students in noncredit courses may need to show SP, for example, to meet employer requirements. He raised a concern that students in P/NP classes are currently unable to earn an incomplete. C. Gold: I will investigate the possibility of adding "INP" so P/NP students can earn an incomplete. We are supposed to be notifying students, if they have an incomplete, what they need to complete; I don't think we are doing that. We may be doing it informally as faculty, but it needs to be done by the system. There is a new section, it takes the requirement out of the handbook. We felt it belonged in the procedure. That was taken out of the handbook. Any questions? Page 23, we added report delays, we changed the way information was presented. Look at #1, pass/no pass may be offered....that's new. It helps our students with transfer. SP, that is the new evaluative symbol. We decided against it. P. Marcoux: There are creative writing classes you can take for a grade or P/NP. I think there is a technical issue (in our computers) why we can't do an INP. C. Gold: We can only give an I in a class with a grade. With an SP, there is no notation on a transcript. Lars: It may be a non-credit course that you just have to make progress in, you don't have to pass. C. Gold: Should we go back into consultation for this? There was much discussion on this topic. Chris will bring this back for the next meeting.

Cooperative Work Experience Education Plan: 1st Reading – Jean Shankweiler (pgs. 30-56)

This is students working at a job for pay/no pay and getting credit for it. A lot of departments got rid of those courses. We do still have some on campus; Administrative, Accounting, Marketing, Banking. It is a Title 5 requirement that we do provide services and supervision. The plan has to be board approved and signed off by AS and the college president. I asked Dr. Rapp to work on this, since almost all the classes are in her division. We have all this, we just don't have a plan in the Chancellors Office. One change that may be coming is apprenticeships, we don't have any right now, so we may have to revise this. Please take a look at this, it is long, but it is mainly formatting. P. Marcoux: What are we doing with this? Are we endorsing it? Dr. Shankweiler: It has to be board approved, so I thought it needed to come through senate. Right now there are 4 Business 95 classes, so this program is modest in size. J. Troesh: A lot of this has to do with Internships. Dr. S: This is a course, not a component. When I was the dean of Natural Sciences, in the Horticulture Division, we had students work at the South Bay Botanical Gardens. There was an agreement with a faculty member here, and whoever was supervising them at the job. They got credit for that work. C. Gold: Do they complete any academic work? Dr. Shankweiler: That is decided between the two parts of the agreement. C. Gold: This is different than an internship. KDD: We will have a look and this will come back next week.

G. INFORMATION ITEMS –DISCUSSION

Multiple Measures Assessment Project – Lars Kjeseth

KDD introduced Lars Kjeseth (aka "The Grand Poo-Bah of SLO's", according to Pete Marcoux). L. Kjeseth: I decided to bring the old "Zen Circle" back. There was so much tension around when Jenny and I started SLOs that we needed it to calm people down. Many of you may not be directly involved with Multiple Measures Assessment & Placement. There is tension in this area as well. We are all here for the same reason. We need to remember we are all here to help our students succeed. We need an introduction on assessment and placement. Assessment can be this process where a counselor gathers information from a student. It can be formal measures like a placement test or high school GPA. It can be work experience. There is informal information gathered; why are they coming here? There information gathering is the assessment. Then there is placement, the student working with the counselor making the decision about where they are going to start....English, Math or ESL. For decades, the Ed Code and Title 5 regulations have required us to use multiple measure to "place students" in Math and English. I think ESL came about a bit later. You can look these references up, they have been in place for a long time. The state is realizing now that there are very low completion rates. One of the culprits is the placement process. Many schools have not been using Multiple Measures to place students. We have been placing students exclusively from a standardized test. Research has shown that placing students into developmental Math or English has a profound negative effect on many people's ability to reach

completion. It is so bad, state-wide, that roughly 30% of the students who come to a campus, want to become a student, take the placement exams, and never take a course in that sequence. They disappear or they never get started. The majority of our students, about ¾, place in developmental Math and English classes. 50-60% of the equity gaps in completions occur during assessment. The state wants to do something about this. The facts are that we can't opt out of it. We need to use it in a consistent way. We have a lot of say how we design that locally. We need to validate this locally. Is it working for our students? So there are a few stipulations: 1: If we choose to use a standardized test, it will have to be CCC Assess which is currently under development. 2: At a minimum we have to use more than 1 measurement. High school GPA can only count as one measurement. There are two conflicting visions are how placement should work. One says we should put greater weight on the placement test. It is not unreasonable, because placement tests are a good snapshot of where a student is. It seems more fair than looking at a bunch of high schools records that vary so much. The other side says placement tests are tightly connected with our curriculum. The best predictor is performance in a previous class. Which of these 2 divisions does the research support? Placement test is a poor predictor of actual course outcomes. There is an equity issue there. Why focus on high school data or GPA? It is better than our test. NO single measure by itself does a very good job. Right now at ECC, we have had good discussions about what the issues are. Math did a small pilot in the fall that we used and put two measures together. It was a very small sample size. Too small for us to make a decision on. We have a target grant of reaching 500 students. I think we are on target for reaching that. Are there any big questions? C. Wells: Are we at the same point that other schools are? L. Kjeseth: We are not an early adopter. We are not the furthest behind, either. One of the myths is, if they get a "C" in a transfer class, their chances of actually transferring go down because it is a lower grade. It seems to be not something we need to be terribly concerned about. We have to come up with a Multiple Measure for everyone. Robin Dreizler said there used to be a chart in the Placement Center that showed, "If you have this score on SAT, or this score on ACT"…..that was abandoned years ago. KDD: Multiple only means 2? Lars: yes, in Math we have 3 that work together. The research in English says that GPA trumps everything. J. Troesh: Are we looking at pairs or different documentation? L Kjeseth: This allows for self-reporting. Research says that students tend to underreport themselves. P. Marcoux: This is important for anyone who teaches a class that has a prerequisite. KDD: How to we continue this conversation? It would be useful to have follow-up sessions or workshops so the conversation can continue and we can get the word out more broadly. L. Kjeseth: I will send you an email because we need to make some decisions. KDD: Thank you to Lars.

California Guided Pathways Project – Jean Shankweiler

We will continue this at the next meeting.

H. FUTURE AGENDA ITEMS

Ed Policies: BP 4115/AP 4222 Remedial Coursework, AP 5500 Student Code of Conduct
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
Strong Workforce Program
Program Viability Task Force: Horticulture
Distance Ed Advisory Committee (DEAC) Updates
PRIDE: El Camino College's Leadership Academy

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:05 pm. P. Marcoux motioned, C. Gold seconded.
TG/ECC Spring 2017

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – Council of Deans
March 9, 2017

Present: M. Arthur, D. Breckheimer, L. Clowers, R. Davis, K. Daniel-DiGregorio, W. Garcia, E. Geraghty, I. Graff, A. Grant, G. Greco, A. Hernandez, A. Leible, E. Martinez, G. Miranda, R. Natividad, J. Nishime, A. Osanyinpeju, D. Patel, B. Perez, B. Price, I. Reyes, S. Rodriguez, R. Russell, J. Shankweiler, J. Sims, C. Subramaniam, L. Ternes

Other Guests: D. Baldwin, M. Myers

I. DISCUSSION/ACTION

A. <u>CEC Report:</u> C. Subramaniam:
C. Subramanian reported that the accreditation team visited Compton and the visit went well. The team seemed to be pleased. They did request that the SLO alignment grid be included on the web pages.

B. <u>PBC Report:</u> A. Grant:
2/16/17 meeting:
- J. Nishime reported that the accreditation team was at CEC; if all goes well, will give their final recommendations.
- W. Garcia reported Spring College Night is on 4/26/17 from 5:30-8:30pm. Onizuka Space Science Day is on 3/11/17 from 8:30am-1:00pm.
- A. Sala noted that the Foundation pays for enrollment fees for South Bay Promise students.
- I. Graff reported that the Comprehensive Master Plan is now online.

3/2/17 meeting:
- D. Mussaw gave an enrollment update.
- J. Higdon noted that more than half of the districts are in stabilization.

C. <u>ASO Report:</u> not present.

D. <u>Academic Senate:</u> K. Daniel-DiGregorio:
There are great vibes on the Compton campus on Tuesdays at the faculty meetings. The meetings at CEC are very lively. Academic Senate will discuss Ed Policies and Credit by Exam this month.

E. <u>Success Rate:</u> I. Graff: and M. Myers:
"Success Rates by Faculty and Department/Program" was reviewed and discussed; IRP wants feedback on how each division would like their data divided/grouped. For now, goals are institution-wide, but can be tailored to each department/division. A discussion ensued regarding limitations of the data and disaggregating the success rates too specifically. I. Graff clarified that program data can only be separated based on Program

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Review, and that a specific report can be run by selecting multiple instructors in order to show results for those instructors only.

E. Geraghty noted that in the past, Humanities manually sorted through SLOs which seemed to capture better data. I. Graff noted there is a task force working on student ethnicities. Some faculty attended a workshop and were given their success rates based on various factors. I. Reyes further noted that this project is as a result of collaboration with SER (Student Equity Re-envisioned); we need to show what we have done with the allocated funds to close the equity gaps. Disaggregating the data is optional. The instructors are not targeted; courses are. Members suggested targeting SLOs instead. I. Graff noted this will be explored further.

A discussion ensued regarding possible resistance or misinterpretation from faculty; I. Reyes clarified that training and conversations must take place before faculty are presented with their data. J. Shankweiler noted SER will be revisited in the near future.

Once this is finalized, IRP will forward the link to everyone.

F.   Starfish Early Alert/Degree Planner:
L. Clowers and D. Patel reported that the spring 2017 training for the beta testing was yesterday. The team is comprised of counselors, faculty, and support staff. The first beta testing was in the fall (Phase 1), and the team selected which sections they wanted to focus on. Received great feedback from staff, faculty and students. 83% of faculty indicated they would be willing to use it again. Participants expressed interest in features that were not yet activated, such as "referral".

In Phase 2 (Spring 2017 training on 3/8/17), the team focused on cohorts. The second training is at CEC tomorrow, then the 4th week, followed by the 9th week. ITS has been very supportive on this project. D. Patel and L. Clowers are waiting for more feedback from users to tailor the program for our campus. Certificates will be tested first. Students will enter their information and goals, and the database will provide a term-by-term ed plan.

An information session will be offered to students during the College Hour and in the evening. Members feared students would not attend or that there would be trouble securing a lab; D. Patel noted students were all able to login on their mobile devices successfully.

L. Clowers reminded everyone that the system will be live, so anything entered will be sent to the student. Training will be provided once it goes live. D. Patel noted that students may enter alternate emails and preferred phone numbers for notifications. Members suggested that Starfish be discussed during the first class sessions; many K-12 districts are already using a similar system, so students may already be familiar with an online system.

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G. Educational Policies
  - AP/BP 3504 – Children and Visitors in Classroom
    R. Natividad created an AP based on the suggestions from the last meeting, and included an area for exceptions. The following changes were suggested:

    - ➤ "~~Emancipated minors are considered adults.~~"
    - ➤ "Adult refers to a responsible person ~~over the age of 18~~ **18 or over, ~~and~~ or an** emancipated minor~~, or employed by the district as a student worker~~."
    - ➤ "Other exceptions include: Children attending public events, campus sponsored events, **district sponsored activities** or fee-based program within the district."

    Additional suggestions are to be sent to R. Natividad; the policy will then go to Ed Policies.

  - AP 4022 – Course Approval
    Reworded #4 to the CCLC template (omitting the number of units). J. Shankweiler will review the specific language with A. Grant. Policy will go to Curriculum, then Ed Policies.

  - AP 4222 – Remedial Coursework
    Not discussed.

  - BP 3050 – Code of Ethics
    Members suggested adding a reference regarding harassment in addition to the following:

    - ➤ "The El Camino Community College District (the District) is committed to maintaining a positive, health, **inclusive**, and respectful environment…"
    - ➤ "This code of conduct seeks to articulate commonly held values that are central to the mission of the District ~~to provide a positive difference in people's lives~~."
    - ➤ "In addition, the Board of Trustees is subject to its own Code of Ethics/Standards of Practice (BP 2715~~), and many employees are members of professional organizations with their own codes of ethics, such as ECCFT, ECCE, and ACCCA~~."
    - ➤ "As constituents of the District, students are **expected** to maintain…"

    Additional suggestions are to be sent to J. Shankweiler; will revisit another day.

H. Master Calendar Development: A. Leible provided an update.

  Within the Tech Master Plan, ITS is working on two RFPs; one of those is a paperless college, the other is online scheduling. Looking for a chairperson to help orchestrate the scheduling portion (R. Natividad volunteered); already have someone for the paperless portion. CollegeNet (formerly R25) is a popular system. Calendars will be integrated and will work together with Colleague.

3

I. Projects:
   Certificates Task Force: S. Rodriguez noted the task force will meet on 3/14; she will give a report at the next Council of Deans meeting. Dipte Patel, Kristie Daniel-DiGregorio, and Cesar Jimenez are on the taskforce.

J. Year End Events: J. Nishime and J. Shankweiler:
   Spring Calendar of Events is included in the agenda packet (wrong calendar; will send out the correct one). Members were reminded that there is an event evaluation form.

II. OTHER
Announcements:
A. J. Shankweiler: VP-AA office is moving on 3/20/17; VP-SCA office will move the following week; HR will be the last to move out of the Administration Building.

   Enrollment Management is in need of more faculty members for its committee. The committee meets every 2nd and 4th Thursday at 1pm. J. Shankweiler will discuss at Academic Senate.

   The Chancellor sent out a letter discussing the executive order from President Trump. If members receive reports that students/staff are being detained, notify President Maloney immediately, as the Chancellor's Office requested to be notified.

   Onizuka Space Science Day is on 3/11/17.

B. M. Arthur reported the following suggestions were made to the Dual Enrollment process: changing the form, setting up a filing period (soft and hard deadlines), and to consider setting low enrollment thresholds. M. Arthur will reach out to deans and L. Clowers to set up a faculty orientation to discuss dual enrollment and teaching college classes at high schools.

C. A. Grant reminded members to back up their data on their computers. It was suggested to request a shared drive from ITS if they do not already have one.

   A discussion ensued regarding late attendance rosters. It was noted that faculty could print them online and turn in their own roster, if need be.

D. Transfer Fair will be held on 3/16/17 on the Library Lawn from 10am-1pm.

E. W. Morris reported she is the recipient of the "Extraordinary Women Rock" award, and will be honored on 4/22/17 at the DoubleTree Hotel. She will send out more information.

III. NEXT MEETING
Council of Deans – 3/23/17; 8:30-10:00 am; Adm 131

Academic Senate representative for 3/9/17 is L. Clowers

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What is the ECC Multiple Measure Placement Process for Mathematics?

The current multiple measures placement process (MMPP) at ECC for mathematics consist of three measures: (1) the Accuplacer Test, (2) cumulative, unweighted High School GPA, and (3) most advanced high school course work. The Accuplacer Test provides a course recommendation for placement, based on established cut scores and a student's academic goals. Independently, the HS GPA and most advanced HS course work together to provide a second course recommendation for placement, again in line with a student's academic goals. These placements may or may not agree (but both should be recorded in the tracking log, as described below). The counselor then works with the student to come to a single course placement based on both recommendations. This recommendation may or may not be the highest possible level course for which the student qualifies.

Students are strongly encouraged provide access to high school transcripts (unofficial documents are okay), although self-reported information is allowable.

While the school is interested in tracking the effectiveness of the MMPP for mathematics and would like to see more students placing as high as possible, the student must not feel coerced into taking a particular course. The school is not performing a formal experiment. **Placement remains a counseling process.**

Don't use the Decision Rules...

· If you have not received training in the use of ECC Multiple Measure Placement Process.
· If the student has not yet taken the Accuplacer Test for Mathematics.
· The following are situations where MM Decisions Rules should <u>not</u> be used and placement should be based on Accuplacer results alone:
   o When a prospective student has been out of high school more than one year
   o When a student completed a non-traditional math sequence such as integrated math
   o When a student has already taken a math class at ECC, for example concurrent enrollment
   o When a home-schooled student cannot provide copies of transcripts
In these cases, if an alternate starting course is desired from Accuplacer results, refer the student to the math division for determination.

How to use the Decision Rule Matrix

· If a student is still in high school, use the "Not Yet a HS Graduate" matrix. If a student is a high school graduate and has not bee out of high school for more than a year, use the "A HS Graduate" matrix.
· Using transcripts if possible, ascertain a student's cumulative unweighted HS GPA and the highest level high school course the student passed with a C or better.
· Use a ruler to mark under and to the right of these, rounding **down** to the nearest give GPA, if necessary.
· A student qualifies for any course in the upper left quadrant created by these two lines.
· Depending on the student's academic goals, the Decision Rule placement should be the highest level math course appropriate for that student. (This course should be listed as the "Course Placement by Decision Rule" in the Placement Log.)
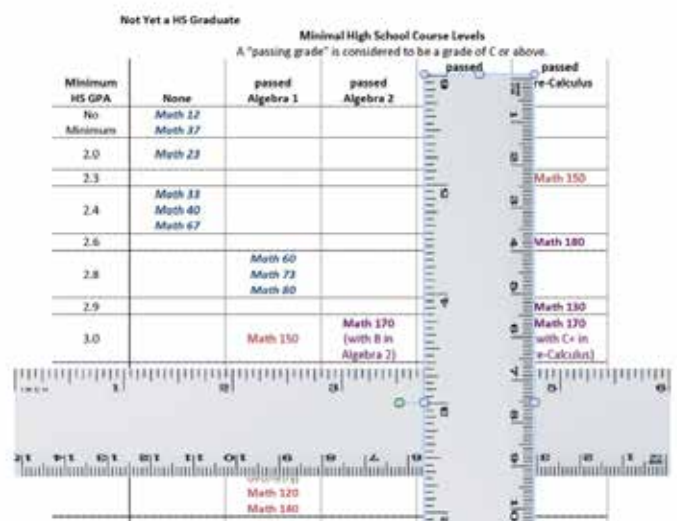
Process and Documentation

- All clearances must include reference to use of multiple measures in the comment. For example, MM review
- A student must take Accuplacer test, multiple measures pilot is NOT solely based on HS GPA and courses
- All other prerequisites such as Geometry or Trigonometry must be checked for and cleared for applicable courses
- A student currently in the 12th grade is considered a non HS Grad for purposes of using the Decision Rules. In other words, the student's status on the day of review determines HS grad or not a HS grad, not the term the student anticipates starting at ECC.
- Counselors are encouraged to include in 'comments' in NCRS of the student interaction, i.e. major. This will help future counselors review what took place, what has changed, so the next counselor can clear the student for the appropriate Math.

Minimal High School Course Levels
A "passing grade" is considered to be a grade of C or above.

Minimum HS GPA	None	passed Algebra 1	passed Algebra 2	passed Trigonometry or Precalculus	passed Pre-Calculus
No Minimum	*Math 12* *Math 37*				
2.0	*Math 23*				
2.3					Math 150
2.4	*Math 33* *Math 40* *Math 67*				
2.6					Math 180#
2.8		*Math 60* *Math 73* *Math 80*			
2.9					Math 130
3.0		Math 150	Math 170* (with B in Algebra 2)		Math 170* (with C+ in Pre-Calculus)
3.2			Math 130		Math 165 Math 190
3.3		Math 110 Math 115 Math 111 (with HS Geometry) Math 120 Math 140			
3.4			Math 170* Math 180#		
3.6				Math 165 Math 190	

■ Developmental Courses   ■ Business and STEM Transfer-Level Courses
■ non-STEM Transfer-Level Courses   ■ Math for Teachers Transfer-Level Courses

* Math 170 has a Geometry prerequisite   #Math 180 has a Trigonometry prerequisite

All Transfer-Level Courses, as well as Math 73 and Math 80, satisfy the Associate Degree Mathematics Requirement.
Check the current status of all transfer-level courses with respect to satisfying IGETC or CSU Breadth requirements.

A HS Graduate

Minimal High School Course Levels
A "passing grade" is considered to be a grade of C or above.

Minimum HS GPA	None	passed Algebra 1	Alg 1 CST ≥ 302	passed Algebra 2	passed Trigonometry or Precalculus	passed PreCalculus (or Alg 2 CST ≥ 302)	passed Statistics	passed Calculus (or Alg 2 CST ≥ 340)
No Minimum	*Math 12* *Math 37*							
1.6	*Math 23* (with Alg 1 Cluster ≥ 8)							
2.0			*Math 33* *Math 40* *Math 67*					
2.1	*Math 23*							
2.3				*Math 33* *Math 40* *Math 67*				
2.5	*Math 33* *Math 40* *Math 67*					*Math 60* *Math 73* *Math 80*		
2.6						Math 150		
2.8						Math 170*		
2.9		*Math 60* *Math 73* *Math 80*					Math 110 Math 115 Math 111 (with HS Geometry) Math 120 Math 140	
3.0		Math 150				Math 130	Math 130	Math 180#
3.1						Math 165 Math 190		
3.2		Math 110 Math 115 Math 111 (with HS Geometry) Math 120 Math 140		Math 130				
3.3				Math 170* Math 180#				
3.5					Math 165 Math 190			

Developmental Courses   Business and STEM Transfer-Level Courses

non-STEM Transfer-Level Courses   Math for Teachers Transfer-Level Courses

* Math 170 has a Geometry prerequisite   #Math 180 has a Trigonometry prerequisite

All Transfer-Level Courses, as well as Math 73 and Math 80, satisfy the Associate Degree Mathematics Requirement.

Check the current status of all transfer-level courses with respect to satisfying IGETC or CSU Breadth requirements.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 14, 2017

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Carr.

Recorder: Isabelle Peña

Members:

Present: Michael Anderson, Monica Chaban, Rebecca Donegan, Dia Eldanaf, Essie French-Preston, Laurie Houske, Kelsey Iino, Jon Minei, Jean Shankweiler, Adrienne Sharp, Claudia Striepe
Absent: Sandra Bartiromo, Stephanie Rodriguez

Ex-Officio Members:

Present: Linda Clowers, Abiodun Osanyinpeju, Lori Suekawa, Janet Young
Absent: Syrah Navid, Nancy Ohia, LaShanta Young

Guests: David Mussaw, Analyst

I.   APPROVAL OF MINUTES

Minutes for the February 28th committee meeting are still being worked on. Chair Carr asked committee members to really proofread the minutes to make sure they are accurate.

II.   CURRICULUM REVIEW

A.   Full Course Review
The committee reviewed the following courses, which are ready for final action:
1.   Cosmetology 4 (COSM 4)
2.   Fire Technology 110B (FTEC 110B)
3.   Fire Technology 110C (FTEC 110C)
4.   Nursing 152 (NURS 152)

B.   Consent Agenda Proposals
The committee reviewed the following courses, which are ready for final action:
1.   Administration of Justice 132 (AJ 132)
2.   Anthropology 2 (ANTH 2)
3.   Art 205A (ART 205A)
4.   Computer Aided Design/Drafting 28 (CADD 28)
5.   Computer Information Systems 19 (CIS 19)
6.   Cosmetology 2B (COSM 2B)
7.   History 105 (HIST 105)
8.   History 108 (HIST 108)
9.   History 145 (HIST 145)

CURRICULUM DISCUSSION

A. **Full Course Review**

Health Sciences and Athletics Division

Quajuana Chapman asked for the justification statement for adding pre-requisites to Nursing 152. If anyone needs examples of how to add a justification statement, A. Carr can send examples of ones from courses that were already approved.

It was moved by E. French-Preston to approve the CTE 2-year course review of Nursing 152. Motion was seconded by L. Houske. Motion was carried.

Industry and Technology Division

There was a question on COSM 4 regarding how career opportunities are done in a lab setting; this was answered at the last CCC meeting.

FTEC 110B and FTEC 110C are course re-activations. Initially, there was a question regarding the units for FTEC 110B. It is currently a 1.5-unit course but the lecture hours were at 2 so it was changed to 3 hours.

It was moved by A. Sharp to approve all Industry and Technology full course reviews. Motion was seconded by M. Chaban. Motion was carried.

B. **Consent Agenda Proposals**

It was moved by K. Iino to approve the Consent Agenda. Motion was seconded by M. Chaban. Motion was carried.

III. VICE PRESIDENT'S REPORT

Vice President of Academic Affairs – Dr. Jean Shankweiler

§ Dr. Shankweiler stated that Portia Sorunke has moved to the Nursing Department and Quajuana Chapman to Cal State Chancellors office. Until a new Curriculum Advisor is hired, Isabelle Peña will be working on the minutes and helping with CurricUNET technical issues and David Mussaw will work on helping with curriculum between the departments, Curriculum Inventory and with courses on CurricUNET. She is appreciative of Chair Carr as she tries to do some of what Quajuana Chapman used to do with regards to moving courses through the steps in CurricUNET so that we can continue to review curriculum, and of Janet Young, who is helping out this semester in preparation for next year, when she takes over as Curriculum Chair.

§ She is worried with our interaction with the Chancellor's Office with Curriculum Inventory; we received notice that the Chancellor's office's migration to the new Curriculum Inventory system will be in three phases. She thought we are in Phase 3 but found that we are currently in Phase 2 and she has been calling the Chancellor's office all week, but they are not answering e-mails or phone calls. Not only is the Chancellor's Office working on Curriculum Inventory migration, but they are also working on making changes to Title 5 to allow local curriculum committees to approve standard course reviews without them approving them.

§ Degrees and Certificates: Institutional Research and Planning (IRP) did some work on identifying what degrees and certificates we have and they don't match the Chancellor's Office and that is because some of the program control numbers we have are not the ones that the Chancellor's Office has so the degrees are not adding up right. So she has been trying to contact the Chancellor's office to correct these. Even though we can correct these in our system, she doesn't want to do this without permission because we don't know how the changes will affect what degrees we have earned historically. She will also work on a Task Force to figure out why they were wrong. Task Force will include people from Academic Affairs, Admissions & Records, Counseling, and ITS. Task Force will also delineate who should be responsible for each step after courses are approved by the CCC, so that when we discover an error, we will know where to go to fix it.

§ VPAA's office is also in the process of packing for the move to the Communications Building.

§ A question was asked regarding when the Curriculum Advisor position will be filled. J. Shankweiler stated that the job description has not been updated since it was last revised in 1982 and had no reference to Title V, working with the Chancellor's office, and it was developed prior to our use of CurricUNET. To be revised, it has to be reviewed by the ECCE Executive Board and then Board-approved. Once this is done, the position can be advertised. Looking at 4 months before the position is advertised.

IV. CHAIR'S REPORT

College Curriculum Committee (CCC) Chair – A. Carr

§ A question was asked regarding who will be sending the e-mail of the agenda showing which courses are going to be reviewed (Full Program Reviews, Full Course Reviews, and Consent Agenda Proposals). Chair Carr stated that she will be doing this until there is a new Curriculum Advisor on board.

§ At the next CCC meeting Chair Carr will ask for standard review committee volunteers.

§ It was mentioned that Quajuana Chapman used to send a spreadsheet that shows status and progress of each course proposal through the approval process. It would help a lot if it could be continued to be updated and distributed or if this is a document that someone can update? Chair Carr mentioned that this is a nice "goal", but access to this document is limited. However, for each faculty's purposes, they can go to CurricUNET and check on "All Proposals". Although D. Mussaw and J. Shankweiler have access to the Chancellor's office's Curriculum Inventory to check status, it may take longer than usual to update this spreadsheet.

§ Even though we are only in our 3rd meeting, it's never too early to start thinking about Fall courses and Fall course timelines, knowing that someone new may be coming in around July or August, it would be beneficial to get started early. Fall plans generally have to be in at the second-to-last meeting of the semester; this semester it is May 23, 2017.

§ We will also send out what has not been reviewed in 6 years.

§ Chair Carr asked for everyone's patience as we try to move through this curriculum process; so much was done by Quajuana Chapman and until a new Curriculum Advisor is on board, others are doing their best they can do so things may not get done at the speed that others were used to before.

V. CURRICULUM ADVISOR REPORT

Chair Carr currently has the same permissions as the Curriculum Advisor. The good news is that everyone is turning their proposals in on time or even early so it's easier for them to move along.

The CCC timeline is posted on the CurricUNET homepage. Quajuana Chapman briefly highlighted upcoming due dates for curriculum review before leaving her position at ECC.

VI. ANNOUNCEMENTS

None.

VII. ADJOURNMENT

Chair Carr called for a motion to adjourn the meeting. L. Houske moved to adjourn and R. Donegan seconded the motion. Meeting was adjourned at 3:00 p.m.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE AGENDA
Tuesday, April 25, 2017 -- 1:00-1:50 SOCS 123

Spring Meetings from 1-1:50 pm in SOCS 123: Tues Feb.28; Tues Mar 14; Tues Mar 28; Tues April 25; Tues May 9; Tues May 23 (tentative)
Members:
Darcie Descalzo (NS); Mark Fields (IT); Christina Gold (Chair, BSS); Vanessa Hayes (CEC); Chris Jeffries (ECCFT); Gary Medina (LLR - excused); Karl Striepe (BSS); Lori Suekawa (CSS); Deans Rep: Linda Ternes (Math)
Visitors: Barb Perez (Interim VP of Human Resources) and Carolee Vakil-Jessop (Federation)

I)   Minimum Qualifications
- Our committee is responsible for ensuring that we stay up-to-date with our state minimum qualifications, which fall under the purview of the Senate.
- Barb Perez (VP of Human Resources) and Carolee Vakil-Jessop (Federation) attended our meeting to help us discuss minimum qualifications and faculty service areas and to work out how to move forward with staying up-to-date in both areas.
- Every two years (and soon every year) the statewide Senate and the Chancellor's Office update the minimum qualifications list.
- We all agreed that it is a good idea for the EPC to monitor the changes and to alert the area Dean and discipline faculty to changes to the state minimum qualification in their area, requesting that they determine whether the local minimum qualification needs to be edited to stay in compliance with the new state minimum qualification.
- Any changes will originate with the discipline faculty and then come to EPC and the Senate for two readings and a vote. From there, they are forwarded to Human Resources.
- Human Resources maintains the local minimum qualifications list and will be posting the list online. Chris G. will send Barb some edits to the list (mostly just typos).
- We like the frequently asked questions created by the ASCCC and would like to post them to the EPC webpage when it is created.

II) Faculty Service Areas and Minimum Qualifications
- Whereas minimum qualifications are used for hiring, FSAs are used for layoffs and reassignments.
- Each faculty member is assigned to one or more FSA based on her/his degrees and credentials. If a faculty member is laid off in one FSA, and is also assigned to a second one, they may be given classes to teach in the second FSA. Most faculty don't know about FSA's and how they are used.
- Faculty Service Areas are listed in Appendix G of the faculty contract and fall squarely into the purview of the union and Human Resources.
- The FSA list was created in the early 1990s and has not been updated since. Some areas are missing and others no longer exist. The union and HR need to work together to update the list.

III) Professional Development, MQs, and FSAs
- We decided that it would be a good idea to have a flex activity regarding MQs and FSAs.

- In conjunction with training, on a flex day, it would be helpful to have review of the MQ as an item on all department meeting agendas.

IV) AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- This is a legally required AP that we do not have at ECC.
- There is a process that was Board approved in the 90s but is not numbered and posted on the website. This could be used as the starting point for the creation of AP 7211.
- Barb agreed to start a draft of AP 7211, which will come to EPC and the Senate.

EPC Packet
1. ECC Minimum Qualifications (last updated 2015)
2. Appendix G of the 2014-16 Faculty Contract
3. AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies (CCLC template)
4. Minimum Qualifications - Ed Code, Title 5 & ACCJC Standards
5. Academic Senate for California Community Colleges – Minimum Qualifications FAQs

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

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

*Committee Chair

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

AGENDA

1. **New member:** SA announced that **Anna Brochet, Counseling,** has agreed to serve on the FDC and will attend the May 23rd meeting. The committee is thrilled to have her and noted the importance of having someone on the committee to represent Counseling.

2. **Informed and Inspired (I & I): Lunchtime Faculty Development Series**
   (CS) reported that the April sessions were very successful and well-attended. Dr. Victoria Kwon, Student Health Center Psychologist, provided valuable information regarding Autism Spectrum Disorder (ASD). (CS) noted that Dr. Kwon is very knowledgeable and eager to assist faculty. It was especially helpful that several folks from the SRC were present at both sessions to provide additional information on working with students with ASD. (SA) agreed and suggested we offer a flex breakout session to make this information available to more faculty.

   (SO) and (SK) provided an update on the May sessions (May 4th, 18th) which will include a tour of various tutoring centers on campus (Session 1) and a panel of tutoring center coordinators (Session 2). (SA) suggested postponing the first session in order to avoid conflicting with the Distinguished Faculty & Staff Awards Reception on May 4th. (SK) and (SO) agreed and confirmed the new date with tutoring center coordinators. (SK) provided sample flyers and a campus map to the FDC which will be provided during the May I & I sessions. (MS) and (LMT) reflected on the popularity of a previous flex breakout session and anticipated that this series will be particularly appealing and useful to faculty.

3. **Flex credit for webinars**
   (LMT) reported that there have been fewer issues this year regarding flex and that communication between her office and faculty has been flowing well. She suggested the FDC review the matrix and consider revising the maximum hours of flex credit for webinars to be more consistent with similar flex activities and inquired if the FDC would like to adopt a policy to encourage faculty to complete flex obligations with a variety of activities. (LMT) noted that a few situations have occurred in which

faculty have earned all of their required flex hours outside of PD Day by completing webinars. Currently the matrix indicates 2 hours per day may be earned by completing a webinar, yet completing an activity on Lynda.com is 2 hours per year. (DB) proposed that it would be more reasonable to allow 2 hours per semester for webinars and Lynda.com. (MS) stated it would be helpful to clearly delineate for faculty the difference between a webinar and other online professional development activities. (CS) reported that at the recent ASCCC Spring Plenary she learned that Lynda.com has been further developed to offer a wider variety of useful learning opportunities for faculty. (SK) noted the value in exposure to a variety of modalities to maximize professional development. The FDC agreed to draft a statement urging faculty to use a variety of modalities to complete flex obligations. (SA) stated she will bring these issues to the Flexible Calendar Committee for further discussion.

4. **Sample syllabus statement proposed by Certificates Task Force (CTF)**
    The FDC reviewed a sample statement proposed by the CTF that encourages students to investigate if they are close to or have completed requirements for certificates or degrees. The FDC supports the proposed statement in addition to providing a link to the Chancellor's Office Salary Surfer Data. The committee feels strongly that this particular message, as well as the Salary Surfer Data, is especially important to our students and should be provided in a number of venues, not just on a course syllabus.

5. **Fall Professional Development Day**
    (SA) reported that (CVJ) has indicated the Federation does not have funds available to contribute towards an outside speaker for the Fall PD Day general session. (SA) will draft a Fall PD Day proposal for the FDC to review.

Meeting adjourned at 1:50 p.m.

SA/4.27.17

Technology Committee Meeting
March 21, 2017
2:00 p.m.
LLR 202

Minutes

COMMITTEE (√ marks those present):

√	Art Leible, Chair		Virginia Rapp Co-Chair	√	Irene Graff Inst. Research		Tiffany Ushijima ASO Student Rep
√	Robert Sutton SRC		Melissa Guess Financial Aid	√	Mari Baquir SSVC/Student Development	√	Howard Story Media Services /Distance Ed.
	Steve Waterhouse Admissions & Rec.	√	Thomas Brown Facilities	√	Claudio Vilchis ITS/Network		Luis Mancia ECCE
√	Andrei Yermakov Compton Center		Bill Mulrooney Admissions&Rec	√	Noreth Men Library		Idania Reyes Student Equity Programs
√	Erick Mendoza Campus Police	√	Will Warren ITS/Applications		Andrea Sala Foundation	√	Dipte Patel Counseling & Student Success
	Lisa Mednick Prof. Development		Rebecca Russell Library	√	Maria Smith Human Res.		Ann Garten Public Info.
√	Pete Marcoux Humanities	√	Thurman Brown Tech Services	√	Paul Yoder IT Security		Patrick Ko Purchasing

 "The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College

technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan."

I.   Old Business

a. Review and approve minutes – The minutes from the February 21, 2017 Technology Committee meeting are approved.

b. Current Projects Update

  i. Ellucian Conference – Will Warren and Cheryl Shenefieild are at the ELive Ellucian Conference in Florida.

  ii. Building Moves – A portion of the occupants in the Administration Building is currently being moved over to the Communications Building. Rob Brobst in Facilities is in charge of that move. ITS is currently not involved in the move.

  iii. Faculty Computer Lifecycle – We are currently ordering roughly 200 machines for next year's lifecycle which will be for Art & Behavioral Sciences and Music.

  iv. Library – We have ordered HP machines to replace the current Dell machines in the Library kiosks per functionality and costs.

  v. Humanities – We were able to retire Parscore.

  vi. MPOE – We are currently moving the MPOE (Main Point of Entry) from the Administration Building to the ITEC Building's Data Center. We are moving our telephone lines at the end of this week. We are also working with our ISP to coordinate that with them as well.

  vii. Ricoh/Docuware -   We have completed all of the Human Resources (HR) archives. They are now working with Admissions & Records (A&R) to assess how their archives should be indexed, either lump summed or individual pages.

  viii. Campus WiFi – We are starting our campus WiFi project. All contracts have been signed. Our Kickoff meeting is scheduled for this Friday. We are anticipating an August 2017 completion prior to the start of the semester. We will start with the most populated buildings and work our way through the campus. We will send a memo to the campus with the announcement of the project.

  ix. ECC Portal – We are working our contractor, Ellucian, on an issue with the portal. We are anticipating a deployment by the end of

next week depending when we can get the systems administrator support remotely.

   x. Office 365 – We continue to work with the vendor on this process. We will start with a test then move students first. Our timeline for completion is prior to the fall semester of 2017. With this students and employees will receive Windows Defender, 1TB of storage and the ability to download the latest version of Office on 5 of your devices. Public Relations will issue best practices on Cloud-based programs.

   xi. Canvas ILP – With Art Leible attending the CISOA conference, we should have a better idea of where we stand when he returns. As of now, we are still looking at the end of April 2017.

c. Annual Goals

   i. Master Calendar Scheduling System – We are working on a single calendaring system for rooms, required dates from A&R, Community Relations and event calendars. Rory Natividad is the chair of that group.

   ii. Integrated forms engine and workflows – We are currently working on making the college paperless eSignatures and electronic documents. We are currently archiving but moving forward we would like to go entirely paperless. We will ask for input from every department to accurately determine the capacity that we currently use. We will continue to use Docuware and Ricoh. Melissa Guess is the chair of this group.

   iii. Enhance integrated Security infrastructure for all networks, systems, and data and costs – One of the main goals of the 5-yr. Info Security plan is to enhance the integration of security into our entire infrastructure - including all networks, systems, and data. To accomplish this, it will mean taking a critical look at what we have in place now, and how we can complement that by either replacing or adding different components and layers of security that all work cohesively together. The end goal should be to have protective measures and controls in place that fit seamlessly together in order to close as many security gaps as possible. This will not only take a significant amount of time and effort to make happen, but also a significant amount of commitment in funding by the ECC. Just the Next Gen Firewall Replacement Project alone could cost upwards of $1.5 million. However, compared to the cost of a significant data breach in terms of loss of public confidence, damage of our reputation within the California Community Colleges system, and

potential fines and remediation costs – it's still a bargain. This will not affect assistive technologies.

    iv.   Disaster Recovery Plan and Business Continuity Plan – Over the last two years we have been conducting inventories of hardware, software, servers and switches. We are looking at our equipment rooms to determine where items are located. Because we have more than one server room we are now splitting some of the services, servers and systems and cloud based components for what we have and determine what our capacity is. Once we establish that we will look at what our risk is and mitigate risks versus costs. Security is an area that we are trying to mitigate quickly.

II.   New Business

a. Roles and Responsibilities – The section in the Technology Plan (now online) there is a section called Technology Governance. It translates what the Technology Committee does for the college and the student learning experience. We will revisit this point in the next meeting.

b. G Suite from Google – Pete Marcoux would like the committee to explore the possibility of running G Suite for education alongside other systems we have. There are many faculty and departments that have requested G Suite. There are some advantages such as accessing certain programs in Chrome that we are currently not able to access. The most popular program requested was Gmail. If we can get a bullet item list of pros and cons of G Suite the committee will review and consider.

c. Mobile Payment Gateway – We are still researching the Mobile Payment Gateway contracts. We will present information once we receive it. We will also review the survey for the most popular phones used on campus. We have extended the window to spring 2018 which will give us time to revisit such as mobile registration, mobile payments and WiFi.

III.   Meeting Adjourned

a. The meeting was adjourned at 3:01 p.m.

C (COLLABORATION) – "Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making."

Technology Committee Meeting
April 18, 2017
2:00 – 3:00pm, LLR 202 Room

"The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan."

Art Leible Chair	Virginia Rapp Co-Chair	Luis Mancia Classified Employees	Tiffany Ushijima Associated Student Org
Noreth Men Library	Andrei Yermakov Compton Center	Ann M. Garten PR & Marketing	Irene Graff Research & Planning
Maricar Baquir Student Development	Melissa Guess Student Support Services	Dipte Patel Counseling	Claudio Vilchis Network Services
Pete Marcoux Academic Senate	Maria Smith Human Resources	Robert Sutton Special Resource Ctr.	Paul Yoder Information Security
Will Warren, Information Technology			

AGENDA:

    I.   Old Business
        a. Review and approve minutes
        b. Current Projects Update
        c. Annual Goals
            i. Master Scheduling systems
           ii. Enterprise Management System (paperless college)

    II.   New Business
        a. Roles and Responsibilities
        b. G Suite from Google
        c. Mobile Payment Gateway

C (COLLABORATION) – "Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making."

Technology Committee

STATEMENT OF PURPOSE

The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan. (updated 2/16/2016)

Strategic Initiative – C – Collaboration

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

The committee membership includes representation from throughout campus:

- Academic Senate
- Administrative Services
- Associated Students Organization
- Campus Police
- Committee Chair
- ECC Federation of Teachers
- ECCE - Classified Union
- Management/Supervisors
- Student and Community Advancement

Committee Responsibilities

General

- Annually discuss, develop and review the purpose, goals, responsibilities, and membership of the committee.

Planning

- Annually review and discuss the current Technology Master Plan and comprehensive master plan, and monitor their implementation.
- Review and discuss prioritized college requests for project funding, and other aspects of annual planning, ensuring that requests for resources are linked with program review, master planning, or other planning processes.
- Participate in the development and review of the five-year cycle of strategic and master planning.
- Participate, review and make recommendations on the college strategic initiatives.

Projects

- Review and discuss annual project proposals and assumptions, ensuring they support the college's mission and strategic initiatives.
- Review and discuss college prioritization of projects and resources.
- Review and discuss long-range resources forecasting.

Communication

- Provide recommendations to the Superintendent/President regarding college planning and budgeting activities.

- Regularly inform the college community of the results of the planning and projects process.
- Periodically review and evaluate the effectiveness of communications to the college community.
- Inform the college community of committee goals and responsibilities.

Annual Assessment and Review

On an annual basis the committee will:

- Review resources and make recommendations for the college technology plan based on principles and processes set forth in the Educational Master Plan and align with the mission, vision, values and strategic initiatives of the college.
- Monitor projects, planning and resources to ensure success of the college.
- Complete and monitor annual review of the projects progress, committee goals and planning process.

Annual Planning Summit

The committee and the campus at large will participate in an annual planning summit facilitated by the Co-Chairs of the ECC Technology Committee

Annual Review of Technology Projects and Technology Master Plan

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Meeting Information

Meetings are held on third Tuesday of every month.
Location: Library 202
Time: 2:00-3:00

Assessment of Learning Committee (ALC)
Monday, March 13, 2017
Library 202 - 2:30pm to 4:00pm

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

Recorder: Isabelle Pena

Attendees:

Academic Affairs ECC – Linda Clowers	Humanities – Kevin Degnan & Rhea Lewitzki
Compton Coordinator – Hoa Pham	Industry & Technology – Merriel Winfree & Bruce Tran
Behavioral & Social Sciences – Janet Young	Library/LRU – Claudia Striepe
Business – John Mufich	Mathematical Sciences – Susanne Bucher
Fine Arts – Vince Palacios	Inst. Research & Planning – Joshua Rosales
Health Sciences and Athletics – Russell Serr	Compton Division 1 – Hoa Pham

Guest:

MINUTES

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

I.   Approval of Minutes

John M. moved to approve the minutes for the 11/14/2016 ALC meeting; motion was seconded by Russell S. Motion was carried.

II.   Reports

A. **FALL 2016 SLO/PLO Assessment completion** – *Russell Serr*
    1. Completion rates were not good a couple of days before the deadline; however, a lot of the assessments were entered at the last minute so by the due date, completion rates became in line with the percentages we have done in the past semesters. We're making progress. Will run another report in the next couple of weeks to see if we can reach our goal of 100%.
    2. Faculty have reported TracDat glitches.
        a. Jenny S. mentioned that when she was entering her assessments, the green "plus" icon (for adding assessment method or results) was not working. Isabelle P. mentioned that Kevin D. contacted her with the same problem; however, she could not replicate the problem—Isabelle P. was able to add assessment methods and results. John M. stated that unit plans were due for Program Review and Planning as well, and since a lot of faculty were entering SLO/PLO assessments as well as unit plans, it could be possible that it was a concurrent user issue since a lot of people were logged on at the same time and this may have "clogged" the system. However, all were in agreement that TracDat system should be able to handle the heavy traffic.

b. Russell S. mentioned that he has been made aware of some faculty having problems saving the data once they have entered it on TracDat.

c. Isabelle P. stated that she has also been made aware of "disappearing" SLO statements, assessment methods, and/or results. She informed the ALC that whenever this happens, to check and see if the filter is on by looking at the "funnel" icon on the top left of the screen. When this icon has a "red glow" around it, it means that there is some type of filter on.

d. Linda C. stated that she and Isabelle are scheduled to have a conference call with Nuventive Support to go over these issues that we have been having, especially since some of these issues appear to be random and cannot be replicated by another user. She and Isabelle have asked the committee to let them know of any other issues that faculty are having in addition to those discussed at this meeting so that they can add them to the list to discuss with Nuventive Support.

3. Susanne B. stated she has been asked by the head of all the committees for the SLOs in the Math division why the SLO/PLO deadlines are on the 3rd week of the next semester. Their discussion was that they should be able to come back and have a committee meeting to discuss the results and come up with an Action, and the timeframe to do that during the first 3 weeks of the semester doesn't seem feasible because of how busy faculty are during the first 3 weeks of the semester.

a. Jenny S. stated that the push from Administration was to have it due at the end of the semester; but since faculty are overloaded at the end of the semester with submitting grades, etc., the 3rd week of the next semester was a compromise. She is not opposed to pushing the deadline back another week or two. However, we don't want to push it too far into the middle of the semester since faculty may already be working on the assessment for the current semester.

b. Vince P. also stated that the disadvantage of waiting too long is that they may forget certain information relevant to the assessment. He also suggested that faculty can enter the results and leave the Action section blank until the division has their committee meetings and once they have discussed the Action, to enter it at a later date. Susanne B. also suggested to the Math division SLO committees that they can enter Actions with the Results and then review the Actions during the committee meetings; and if there are changes to be made, those Actions can be changed at a later date.

c. Russell S. suggested they keep the 3-week deadline because faculty can always revise the results and/or actions at a later date. He also stated that it makes sense to extend the PLO deadline to Week 5 since faculty can use the SLO assessments results for the PLO results.

B. **Timelines** – *Russell Serr*
We need to extend the SLO and PLO timelines to the next 4 years.

1. Isabelle P. will supply the facilitators with the new 2017-2020 timeline worksheets (template in Word format) and the current timeline reports as listed in TracDat, for facilitators' reference.

2. Facilitators are to fill in the templates with new timelines extending to 2020, and including the 2016 timelines.

3. Timelines are due on May 1, 2017 and must be in electronic format, i.e. the filled-in version of the Word file that was sent out).

Update: Timeline deadline has been extended to June 1, 2017.

C. **New SLO Change Process** – *Russell Serr*
A new electronic form has been created for the process of changing SLO statements and will be handed out at the Facilitator meeting.

D. **Community and Personal Development ILO** – *Jenny Simon (Handout)*
1. Data collection is under way.
2. A core group met in the fall semester (December 2016): Jenny S., Linda C., Russell S., Joshua R., and Robin D. and they decided on a three-pronged approach.
   a. Utilization Data
      At the end of the Fall 2016 semester, Jenny S. sent out a checklist to several student development programs and student support services on campus, asking for their "utilization data" (i.e. "How many students use your services?"), from which they can then draw conclusions; she received responses from some of the programs and she has sent out reminder e-mails.
   b. SENSE and CCCSE Surveys
      Josh has new data from SENSE surveys for from last semester to see what kind of programs and services students are taking advantage of in terms of matriculation, counseling, campus activities, etc. for new student engagement—SENSE survey is for first-year students and CCCSE survey is for all students or students who have been at this college for a while for. SENSE and CCCSE surveys were done in 2013. Another SENSE survey was done last semester (Fall 2016) and IRP just received the data, which they are starting to put together.
   c. Short survey (refer to handout)
      ▪ Easy to complete; takes 2 minutes. Jenny discussed the questions on the handout.
      ▪ Will compile a list of programs and services (including clubs—but not listing each and every club) and ask students which ones they have used and for those that they have used, how satisfied they were with the service(s). The list of services have yet to be determined.
      ▪ John M. asked what if it is not service-based—what if it was more education-oriented; he stated that he would like to know if the faculty are not being relevant to the students and would be interested in getting that kind of feedback; Jenny S. stated we could extend Question 3 to have students write in which course(s) or academic experience helped them the most; Joshua R. cautioned about asking about positive experiences because students will list negative experiences instead and they will call out courses and instructors.
      ▪ John M. stated he would be willing to pilot test the questionnaire to his classes to see what kind of responses he gets; he will give it out to his 5 classes (approximately 150 students, if they all take the survey). All agreed that doing a pilot test is a good idea. John M. stated can have some data by the next ALC meeting.
      ▪ Merriel W. stated that this survey will give a true reading of the students in the vocational because they do a lot of community-based activities.
      ▪ Claudia S. suggested tying survey to a Student ID or to state what student is majoring in.
      ▪ ALC suggested adding a column that states "Never Used".
      ▪ Jenny S. stated they will finalize the short survey in the next few weeks and John M. will pilot the survey in his classes which will give us preliminary results. We should invite others to share the data.

3. Previous minutes stated deadline was to have the final ILO data by March 1, 2017, which has passed. Jenny is thinking pushing deadline to Fall 2017. Russell S. suggested collecting the final data by the end of this semester.   A lot of this information is baseline information. Josh can work on it during the summer and we can get the results by Fall semester.
4. Claudia S. asked if data is going to be released to others; Jenny S. stated the results will be in TracDat and posted on the ECC SLO webpage.
5. Kevin D. asked if ILO is in TracDat. Russell S. stated that he enters the results in TracDat and he will show Facilitators where he enters the ILO data. Isabelle P. stated she uploads the ILO reports on the ECC SLO web page. Facilitators should be able to access that information.
6. Information: Hoa P. stated that for the Compton campus, the ACCJC suggested that PLOs need to align with Certificates and Degrees. Is this what ACCJC will be asking of us in the future? ECC is currently not doing this.

III.   **Facilitator Meetings** – *Russell Serr*
There is a Facilitator meeting tomorrow, March 14th at Social Sciences Bldg. Rm. 119.

IV.   **Next meeting – April 17, 2017**

V.   **Adjournment:** Meeting was adjourned at 4:00 p.m.

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

Attachment:
▪ Handout: Draft of Questionnaire for Community and Personal Development ILO (#3)

Questionnaire for ILO (Community and Personal Development) (DRAFT 3/13/2017)

1. What is your student ID number?

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

Name of Service	Very satisfied	Somewhat Satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied
List of services					

3. To what extent do you feel that El Camino College has helped in your development as a student?
- Very much
- Somewhat
- Neutral
- Not very much
- Not at all

4. To what extent do you feel that El Camino College has helped in your development as a member of the community?
- Very much
- Somewhat
- Neutral
- Not very much
- Not at all

REVISED BOARD POLICY

BOARD POLICY 4230   **Grading and Academic Record Symbols**

Courses shall be graded using the grading system established by Title 5 section 55023. The
grading system shall be published in the college catalog and made available to students.

> **Commented [CG1]:** The procedure has been removed
> from the policy and is in a new Administrative Procedure.
> This first paragraph is directly from the CCLC template.

Procedures for implementing this policy will be developed in collegial consultation with the
Academic Senate.

Semester Unit of Credit
College work at El Camino College is measured in terms of semester units. One unit of credit is
awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit
awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory
work.

Grades, Grade Points, and Grade Point Average
Grade points are numerical values which indicate the scholarship level of letter grades. Grade
point average equals total grade points divided by total units attempted for credit courses in
which letter grades have been assigned. Grade points are assigned according to the following
scale:
A Excellent 4 points for each unit
B Good 3 points for each unit
C Satisfactory 2 points for each unit
D Passing, less than satisfactory 1 point for each unit
F Failing 0 points for each unit
P   Pass (at least satisfactory   units See Note 1
awarded not counted in grade point
average)
NP   No Pass (less than satisfactory, or See Note 1
Failing   units not counted in grade
Point average)
I Incomplete See Note 2
IP In Progress See Note 3
W Withdrawal See Note 4
MW Military Withdrawal See Note 5

Notes:

1. Pass No Pass (formerly Cr/NC for Credit/No Credit) A certain number of courses are offered
only on a P/NP basis while some others are offered on a P/NP or letter grade option depending

on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to probation or dismissal regulations.

2.I Incomplete
A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP In Progress
The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P or NP) to be recorded on the student's permanent record for the course.

4. W Withdrawal
It is the student's responsibility to process a withdrawal. A student may also be dropped by the instructor if the student has excessive absences. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in probation and dismissal procedures.

5. MW - Military Withdrawal
Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

Notes:
- The Grade Change process is now covered by BP 4231. Adopted by Board 12/17/07.
- The Probation and Dismissal portion of this policy is now covered by BP 4250. Recommended for adoption 6/09.
- The Course Repetition portion of this policy is now covered by BP 4225. Adopted by the Board 7/17/06.
- The Academic Renewal portion of this policy is now covered by BP 4240. Adopted by Board 8/21/06.
Previous Board Policy Number: 6130, 5/16/05 and 4220, 7/20/09

References:
    Title 5 § 55021 and §55023

Related Policies and Procedures:
    BP/AP 4231 Grade Change
    BP/AP 4250 Probation, Dismissal and Readmission
    BP/AP 4225 Course Repetition
    BP/AP 4240 Academic Renewal

El Camino College
Adopted: 4/11/83
Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89, 5/9/91, 6/22/98; 7/20/09
Previous Board Policy Number: 6130 (5/16/05) and 4220 (7/20/09)

2016-17 Revision Consultation
Educational Policies Committee: 11/29/16
Deans Council: 4/13/17
Academic Senate: 4/18/17; 5/2/17
Board of Trustees:

Administrative Procedure 4230   **Grading and Academic Record Symbols**

The grading practices of the El Camino Community College District shall be as follows:

Semester Unit of Credit

College work at El Camino College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.

Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the following scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, less than satisfactory	1 point for each unit
F	Failing	0 points for each unit
P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
RD	Report Delayed	See Note 6

A Excellent 4 points for each unit
B Good 3 points for each unit
C Satisfactory 2 points for each unit
D Passing, less than satisfactory 1 point for each unit
F Failing 0 points for each unit
P Pass (at least satisfactory units See Note 1 awarded not counted in grade point average)
NP No Pass (less than satisfactory, or See Note 1 Failing units not counted in grade Point average)
I Incomplete See Note 2
IP In Progress See Note 3
W Withdrawal See Note 4
MW Military Withdrawal See Note 5

Notes:

1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)
A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

2. I - Incomplete
A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF, or INP. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not

complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP - In Progress
The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student's permanent record for the course.

4. W - Withdrawal
~~It is the student's responsibility to process a withdrawal~~. It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has ~~excessive absences~~ been absent for more that 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in course repetition and probation and dismissal procedures.

5. MW – Military Withdrawal
Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

6. RD – Report Delayed

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

References:
    Title 5 §55021 and §55023
    Instructor Position Description. Appendix A. Agreement between El Camino Community College District and El Camino College Federation of Teachers.

Related Policies and Procedures:
    BP/AP 4225 Course Repetition
    BP/AP 4231 Grade Change
    BP/AP 4240 Academic Renewal
    BP/AP 4250 Probation, Dismissal and Readmission

El Camino College
Adopted:

2016-17 Revision Consultation
Educational Policies Committee: 11/29/16
Deans Council: 4/13/17
Academic Senate: 4/18/17; 5/2/17
Board of Trustees:

§ 55021. Grading Policies.

(a) The governing board of each community college district shall establish a uniform grading policy for all colleges within the district. The policy shall be based on sound academic principles and be consistent with the requirements of this chapter.

(b) The grading policy shall require that all work in all degree-applicable and nondegree-applicable credit courses shall be graded in accordance with a grading system adopted by the governing board consistent with section 55023.

(c) The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY
1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
This database is current through 11/11/16 Register 2016, No. 46

§ 55023. Academic Record Symbols and Grade Point Average.

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

Symbol	Definition	Grade Point
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
P	Passing (At least satisfactory - units awarded not counted in GPA. Has the same meaning as "CR" as that symbol was defined prior to June 30, 2007.)	
NP	No Pass (Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as "NC" 2007.)	
SP	Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)	

(b) The governing board of a community college district may use "plus" and "minus" designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

(c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the "FW" grade symbol to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The "FW" symbol may not be used if a student has qualified for and been granted military withdrawal. If "FW" is used, its grade point value shall be zero (0).

(d) The governing board of each community college district shall publish the point equivalencies for the grades used in subdivision (a), or, subdivisions (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of each college in the district as a part of its grading policies. In the event the governing board chooses to use the "FW" described in subdivision (c), it shall be included in the grading system and point equivalencies published in the catalog.

(e) The governing board of each community college district may authorize the use, under controls and conditions specified below, of only the following nonevaluative symbols:

Symbol	Definition
I	Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.
	The "I" may be made up no later than one year following the end of the term in which it was assigned.
	The "I" symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.
IP	In progress: The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP"shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (a) and (b) if plus and minus grading is used) to be recorded on the student's permanent record for the course.
RD	Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.
W	Withdrawal: The "W" symbol may be used to denote withdrawal in accordance with the requirements of section 55024.
MW	Military Withdrawal: The "MW" symbol may be used to denote military withdrawal in accordance with section 55024.

(f) In calculating students' degree-applicable grade point averages, grades earned in nondegree-applicable credit courses shall not be included.

(g) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or "pass-no pass" or from which the student withdrew in accordance with rules adopted by the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY
1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
2. New subsection (g) and amendment of Note filed 12-27-2012; operative 1-26-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 1).
3. Amendment of subsection (a) - Table filed 9-28-2016; operative 10-28-2016. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2016, No. 41).
This database is current through 11/11/16 Register 2016, No. 46
5 CCR § 55023

California Community College District
Cooperative Work Experience Education Plan

PART I CONTACT
INFORMATION

DISTRICT/College(s)

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

El Camino Community College District		
El Camino College, Compton Educational Center		

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

Name: Dr. Jean Shankweiler   **Title**: Vice President Academic Affairs

District: El Camino College District   **Email**: jshankweiler@elcamino.edu

Phone: (310)660-3593 ext. 3119

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PART II
RESPONSES TO PLAN REQUIREMENTS

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

(1)   A statement that the district has officially adopted the plan, subject to approval by the State Chancellor
(§55251)

Date plan approved by local board: _____ (*Please also attach Board minutes or other documentation.*)

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

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(2) **Specific description of** (§55251):

(a) *District responsibilities* (§55251):

> *Background: Title 5 criteria and requirements*
> **District Services.** (§55255). **(6.4)**
> (a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:
>   (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
>   (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
>   (3) Consultation with students in person to discuss students' educational growth on the job.
> (b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.
> (c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

[X] District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

> **Responsibilities of the College, Employer, Student and District (6.0)**
>
> 6.1 Responsibilities of the College are to:
>
>   6.1.1 Register students in the appropriate CWEE program. The prerequisite for a specific CWEE program is as written in the College catalogs.
>
>   6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:
>
>   6.1.2.1 Develop contacts with business, industry and governmental agencies for potential job learning stations;
>
>   6.1.2.2 Maintain good public relations by speaking to civic, educational, governmental, and service organizations;

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6.1.2.3 Introduce CWEE instructors to key personnel within business, industry and governmental agencies;

6.1.2.4 Work closely with the college counseling/career center staff;

6.1.2.5 Maintain liaison with the faculty and administration;

6.1.2.6 Handle student and instructor appeals related to CWEE;

6.1.2.7 Administer the CWEE budget;

6.1.2.8 Participate in college advisory committees;

6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.12 Provide a weekly CWEE class (orientation);

6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

> 6.1.2.14.1 Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form.

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

> 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

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6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

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6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

6.2 Responsibilities of the student are to: **(6.2)**

6.2.1 Attend required weekly orientation, group seminars, and/or individual conferences called by the CWEE instructor;

6.2.2 Notify the CWEE instructor of any changes of job, supervisor, or work hours;

6.2.3 Return completed and signed El Camino Community College District waiver form and required documents to the CWEE instructor including an application form, learning objective agreement form, performance evaluation forms, timesheet, and when applicable an unpaid internship agreement form;

6.2.3.1 Complete and sign the El Camino Community College District Waiver/Assumption of Risk form at the beginning of the enrollment term and prior to the start of the student's work participation at the job learning station.

6.2.3.2 Complete and sign, if applicable, the Self Employment form designating and identifying a qualified supervisor/mentor for the self-employed student.

6.2.4 Report hours worked;

6.2.5 Consult the CWEE Instructor and/or Coordinator concerning job-related problems.

6.3 Responsibilities of the Employer and the Job Learning Stations **(6.3)**

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state

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employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objective will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

6.3.2.2 Evaluate on the Performance Evaluation form agreed upon learning objectives at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the El Camino Community College District Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office at the beginning of the enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish the location of the student's job learning station, the type of job held, the course identifier, and the number of units in which each student is enrolled.

6.4 Responsibilities of the District are to: **(6.4.4)**

6.4.4 Provide apprenticeship work experience courses when entering into contracts with Joint Apprenticeship Training Committees (JATC). The El Camino Community College District may delegate CWEE coordination/supervision activities to the JATC per Title V of the California Administrative Code.

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(a) *District responsibilities*

Background: Title 5 criteria and requirements
Records. (§55256). **(4.0)**
(a) The district shall maintain records which shall include at least the following::
  (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.
  (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
  (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
  (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
  (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
  (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
  (3) Consultation with students in person to discuss students' educational growth on the job.
(b) Records must be maintained which are signed and dated by academic personnel documenting:
  (1) Consultation(s) in person with the employer or designated representative.
  (2) Personal consultation(s) with the student.
  (3) Evaluation of the student's achievement of the on-the-job learning objectives.
  (4) The final grade.

X District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

Records (4.1)

4.1 The Colleges shall maintain student records which shall include at least the following:

4.1.1 The type and units of Cooperative Work Experience Education in which the student is enrolled, where the student is employed, and the type of job held and a statement signed and dated by the CWEE instructor which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

4.1.2 A record of the work permit issued, if applicable, signed by the designated issuing agent.

4.1.3 New or expanded on-the-job written, measurable, learning objectives which serve as part of the basis for determining the student's grade, signed by the student, employer, and CWEE Coordinator;

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4.1.4 The employer's report of student CWEE hours worked and performance evaluations based on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

4.2 Records must be maintained which are signed and dated by CWEE Instructor/Coordinator, Employer, and student:

4.2.1 Documentation by CWEE Instructor/Coordinator of consultations with the student;

4.2.2 Documentation by CWEE Instructor/Coordinator of consultations with employers in person with the employer or designated representative at the employer's place of business once each semester; unless site meets the alternative "In-Person" options.

4.2.3 Written evaluation by CWEE Instructor/Coordinator of each student, including the final grade.

4.2.4 The El Camino Community College District Unpaid Internship Agreement signed by the CWEE instructor, the employer or designated representative, and the student when applicable.

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(b)   Student responsibilities (§55251):

Background: Title 5 criteria and requirements
Student Qualifications. (§55254). **(3.0)**
In order to participate in Cooperative Work Experience Education students shall meet the following criteria:
(a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
(b) Have on-the-job learning experiences that contribute to their occupational or education goals.
(c) Have the approval of the academic personnel.
(d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
    (1) Assist the student in identifying new or expanded on-the-job learning objectives.
    (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
    (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

Student Qualifications **(3.1)**

3.1 In order to participate in CWEE students shall meet the following criteria:

    3.1.4 One of the following:

        3.1.4.1 Be a registered apprentice as defined by Labor Code Section 3077 enrolled in related or supplementary courses required of the apprentice programs. Community college districts may grant units of credit for CWEE consistent with provisions of this regulation; or

        3.1.4.2 Be self-employed and meet the following conditions: Identify a person who is approved by the instructor to serve as the designated evaluator representative. This representative shall be an objective individual in the same profession who can provide the student with constructive and professional feedback regarding the student's professional growth. The relationship of the evaluator and student must be professional and not personal in nature and agree to accept in writing the following employer responsibilities:
            a. Assist the student in identifying new or expanded on-the-job meaningful and measurable learning objectives.
            b. Assist in the evaluation of the student's identified learning objectives
            c. Validate hours worked

        3.1.4.3 Participate in part-time or full-time paid employment; OR

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3.1.4.4 Paid or unpaid internships

3.1.4.4.1 Unpaid internship participants must submit a signed and date El Camino Community College District Unpaid Internship Agreement form to CWEE Instructor prior to start of unpaid internship; AND

3.1.5 Be enrolled in Occupational Work Experience Education which is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal for which his/her college program has been designed.

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(c) **Employer responsibilities** (§55251):

> *Background: Title 5 criteria and requirements*
> **Records.** (§55256). **(4.0)**
> (a) The district shall maintain records which shall include at least the following:
>   (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
>   (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
>   (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
>   (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
> (b) Records must be maintained which are signed and dated by academic personnel documenting:
>   (1) Consultation(s) in person with the employer or designated representative.
>   (2) Personal consultation(s) with the student.
>   (3) Evaluation of the student's achievement of the on-the-job learning objectives.
>   (4) The final grade.
>
> **Job Learning Stations.** (§55257) **(6.3)**
> Job learning stations shall meet the following criteria:
> (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
> (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
> (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
> (d) Employers agree to comply with all appropriate federal and state employment regulations.

$\boxed{\text{X}}$ District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

> Responsibilities of the Employer and the Job Learning Stations **(6.3.1)**
>
> 6.3.1 Job learning stations and employer shall meet the following criteria:
>
>> 6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;
>>
>> 6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term.
>>
>> 6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-

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job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on-the-job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor on the; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form agreed at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the El Camino Community College District Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

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(c) **Employer responsibilities** (§55251):

> *Background: Title 5 criteria and requirements*
> **Consultation(s) in person with the employer.** (§55255). **(6.4.2), (6.4.3)**
> (b)The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.
> (c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations are attached.

☐ District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

☒ District will not use alternatives "Consultation(s) in person,", as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

> Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form. **(6.1.2.14.1)**

(d) **Other cooperating agencies in the operation of the program, if any.** (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

>

(3) **Specific description of each type of CWEE** (§55251):

Types of Cooperative Work Experience Education (§55252) **(1.0)**

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

☐ (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. **(1.1.2)**

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☒ (b)   Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. **(1.1.1)**

☐   Minor Students in Work Experience
All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).

☐   Work Experience Programs for Students with Developmental Disabilities. (§55250.4)
The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.
The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

☐   Work Experience Education Involving Apprenticeable Occupations. (§55250.5)
Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council. **(6.4.4)**

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(4) **A description of HOW the district will** (§55251)

(a) *Provide guidance services* (§55251):

Describe the specifics on how district will achieve this requirement.

Responsibilities of the College, Employer, Student and District **(6.1.2)**

6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

6.1.2.1 Work closely with the college counseling/career center staff;

6.1.2.2 Maintain liaison with the faculty and administration;

6.1.2.3 Handle student and instructor appeals related to CWEE;

6.1.2.4 Administer the CWEE budget;

6.1.2.5 Participate in college advisory committees;

6.1.2.6 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.9 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.10 Obtain written employer evaluations, in addition to completing an

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on-site consultation with the employer;

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

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6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, and consult in person with employers at least once each semester;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) **Assign a sufficient number of qualified certificated personnel to direct the program** (§55251):

Describe the specifics on how district will achieve this requirement. **(6.1.3)**

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

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(1)   **Initiate and maintain learning stations** (§55251)

Background: Title 5 criteria and requirements
(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Work Experience Outside of District. (§55250.6).
The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

Wages and Workers' Compensation. (§55250.7).
The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Job Learning Stations. (§55257) **(6.3)**
Job learning stations shall meet the following criteria:
(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
(d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Responsibilities of the employer partners and the Job Learning Stations **(6.3)**

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

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6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

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(2)   **Coordinate the program and supervise students** (§55251) (6.1.2)

Describe the specifics on how district will achieve this requirement.

6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

6.1.2.1 Work closely with the college counseling/career center staff;

6.1.2.2 Maintain liaison with the faculty and administration;

6.1.2.3 Handle student and instructor appeals related to CWEE;

6.1.2.4 Administer the CWEE budget;

6.1.2.5 Participate in college advisory committees;

6.1.2.6 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.9 Provide a weekly CWEE class (orientation);

6.1.2.10 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.11 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

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6.1.2.12 Assure that work done by students contributes to their occupational or educational goals.

> 6.1.2.12.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

> 6.1.2.12.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.13 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

> 6.1.2.13.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

> 6.1.2.13.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

> 6.1.2.13.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

>> 6.1.2.13.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.14 Evaluate the CWEE Program through the college program review process.

6.1.2.15 Participate in the evaluation process for CWEE instructors.

6.1.2.16 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.17 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations.

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(3)   Shared supervision with employer to include (at least once each term) (§55251)

(c)   Assure on-the-job experiences are documented with written/measurable (§55251) (6.1.2.9)

Describe the specifics on how district will achieve this requirement.

6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.12 Provide a weekly CWEE class (orientation);

6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

>   6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

>   6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.

>   6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

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6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

> 6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

(d)   Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement. (6.1.2.15)

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

> 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

> 6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

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6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(e) **Describe basis for awarding grade and credit** (§55251)

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Background: Title 5 criteria and requirements
Work Experience Credit. (§55255.5). **(5.0)**
(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
(c) The following formula will be used to determine the number of units to be awarded:
    (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
    (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

[X] District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

5.4 Other conditions required for awarding credit: **(5.0)**

    5.4.1 Work Experience hours must be completed during the term in which they are enrolled.

    5.4.2 Students must submit required program forms and assignments during the term in which they are enrolled.

    5.4.3 Units earned will be based only on full unit increments of 1-4.

College Credit and Repetition **(2.0)**

    2.1 For the satisfactory completion of all types of Cooperative Work Experience Education (CWEE), students may earn up to a total of 16 semester credit hours, subject to the following limitations:

    2.1.1 Occupational Work Experience Education:

        2.1.1.1 Students may earn no more than four (4) semester units per enrollment term, with a maximum total of sixteen (16) semester units over the course of four (4) terms, during the student's enrollment in any community college.

        2.1.1.2 Students may earn up to eight (8) semester units in any one enrollment term under special circumstances and with prior approval by

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> CWEE Coordinator and/or department chair or division dean.
>
> 2.1.2.3 It is possible that some students will be unable to accumulate the full sixteen (16) semester units of work experience during four (4) terms. Therefore, under special circumstances, with prior approval by the CWEE Coordinator and/or department chair or division dean, students may accumulate the full sixteen (16) semester units of work experience in their occupational or educational goals over the course of five (5) or more terms.

(f) **Provide adequate clerical & instructional services** (§55251) (6.1.4)

Comments, if any.

> 6.1.4 Assign adequate clerical support to the CWEE program to maintain records;
>
> 6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) **If district changes the plan, will submit changes for approval** (§55251)

Check to indicate compliance

[X] Yes

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Administrative Procedure 5500   **Standards of Student Conduct**

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

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

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

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

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

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

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

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

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

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

Commented [CG1]: At the request of the Academic Senate, the Ed Policies Committee is recommending edits to AP 5500 that include a clearer explanation of the conditions under which recording in the classroom is permitted. EPC does not recommend also revising BP 5500 because it was last updated in June 2015 and no changes are needed. Here are the main changes in this draft:
1. Inclusion of a statement regarding recording in the classroom.
2. Updates to bring AP 5500 into alignment with the new AP 3540 Sexual and Gender-Based Misconduct.
3. Updates to bring AP 5500 into alignment with the new BP 3570 Smoke and Tobacco Free Campus.
Greg Toya requested changes to the EPC draft after it was reviewed by Deans Council. After consultation, those have been incorporated.

Commented [CG2]: This is an update to AP 5500 to bring it into alliance with the new BP/AP 3540 Sexual and Gender-Based Misconduct. Jaynie Ishikawa approved this update.

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

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

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

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

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

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

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

DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT, AND EXPRESSION

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

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

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

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

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

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

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

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

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

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

DRUGS, ALCOHOL, AND SMOKING

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

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

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

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

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

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

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

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

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

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

SEXUAL AND GENDER-BASED MISCONDUCT

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

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

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

DISCRIMINATION, HARRASSMENT, THREATENING, AND VIOLENT BEHAVIOR

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

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

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

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

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

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

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

WEAPONS

Commented [WU7]: I met with Jaynie and we concur that this section MUST stay for SDO to process the conduct case. Please change the title, and "gender-based" to #1, delete #2, and add "Gender-based" to #3. G. Toya

Commented [CG8R7]: I agree.

Commented [CG9]: Greg Toya and Jaynie Ishikawa consulted on this section. Although it appears to overlap with the Sexual and Gender-Based Misconduct, Greg needs it here in order to enforce the decisions that come from Jaynie's office. They recommend #2 be deleted because it is also listed in #3, Disruptive Behavior.

Commented [WU10]: Recommendation by Jaynie. G. Toya

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

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

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

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

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

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

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

State of California

EDUCATION CODE

Section 78907

78907. The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.

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

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

(Amended by Stats. 1990, Ch. 1372, Sec. 509.)

Syllabus Statement – Recording in the Classroom

Proposed Draft Statement

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

Ed Code section 78907

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

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

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

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

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

Guided Pathways

- $150 million in Governor's Budget for 2017-18

- Comprehensive approach to reform

- Like SEP and SWP – money allocated and need a plan

Overview of Problem

- Too few students graduate

- Students earn unnecessary credits that cost time and money

- Billions of dollars and millions of hours wasted

Reasons

- Poor choices – units don't count for degree

- Unavailable courses

- Excess repeats and withdrawals

- Lost transfers

Pillars of Guided Pathways

1. Clarify the Path
2. Enter the Path
3. Stay on the Path
4. Ensure Learning

Core Policies

- 15 to Finish
- Co-requisite Remediation
- Structured Schedules
- Clear process to guaranteed courses
- Milestones
- Workforce Connection

Trailer Bill

- Legislative Findings

- Intent of Legislation

- Allocation of Funding

- To receive funding…

1

Process for Redesign

- Get Started
  - Engage faculty, counselors and other advisors
  - Collaboration is critical

- Timeline – 5 years
  - Make case
  - Make maps
  - Being implementation
  - Scale program