# Academic Senate of El Camino College 2016-17

**October 18th, 2016**

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

## Officers & Executive Committee

| | | | |
|---|---|---|---|
| President | **Kristie Daniel-DiGregorio** | VP Finance & Special Projects | **Lance Widman** |
| 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 |
| **Lance Widman*** | 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 |
| **Patty Gebert** | 18/19 |
| **Lee MacPherson*** | 18/19 |
| **Jack Selph** | 18/19 |
| **Charlene Brewer-Smith (alt)** | 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

| |
|---|
| **Rebecca Russell** |

### Ex-officio positions

| | |
|---|---|
| **Chris Jeffries** | ECCFT |
| **Nina Velasquez** | 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, Board Room.
**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**. TBA.
**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**.  Chair: Rory Natividad.  Senate reps: Lance Widman & Josh Troesh, 1st & 3rd Thursdays, 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.

# ECC (El Camino College) Acronyms

| Acronym | Meaning |
| --- | --- |
| ACCJC | Accrediting Commission for Community and Junior Colleges |
| ALC | Assessment of Learning Committee |
| ASO | Associated Students Organization (ECC's student government) |
| ASCCC | Academic Senate for California Community Colleges |
| 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) |
| 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 |
| MMA | Multiple Measures Assessment |
| 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 |
| 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.

**Academic Senate of El Camino College 2016-17**          **October 18th, 2016**

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

## Agenda and Table of Contents: Tuesday October 18th, 2016

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 you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

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 x3760, 16007 Crenshaw Blvd., Torrance, CA 90506.

# ACADEMIC SENATE ATTENDANCE
## 10.4.16

**Adjunct (1 year)**
Dustin Black     XX
Karl Streipe     XX

**Behavioral & Social Sciences**
Stacey Allen     XX
Kristie Daniel-DiGregorio  XX
Christina Gold     XX
Lance Widman     XX
Michael Wynne     EXC

**Business**
Kurt Hull     XX
Phillip Lau     XX
Nic McGrue     XX
Josh Troesh     XX

**Counseling**
Anna Brochet     XX
Yamonte Cooper     XX
Rene Lozano     XX

**Fine Arts**
Ali Ahmadpour     XX
Daniel Berney     XX
Diana Crossman     XX
Russell McMillin     XX
Chris Wells     XX

**Health Sciences & Athletics**
Andrew Alvillar     XX
Traci Granger     XX
Yuko Kawasaki
Colleen McFaul     XX
Russell Serr     XX

**Humanities**
Rose Ann Cerofeci     XX
Ashley Gallagher     XX
Pete Marcoux     XX
Christina Nagao
Adrienne Sharp     XX

**Industry & Technology**
Ross Durand     XX
Mark Fields     XX
Patty Gebert     XX
Lee MacPherson
Jack Selph     XX
Ed Matykiewicz     XX
Charlene Smith (alt)     XX

**Library Learning Resources**
Mary McMillan     XX
Noreth Men     XX
Claudia Striepe     XX

**Mathematical Sciences**
Megan Granich     EXC
Matthew Mata     XX
Ben Mitchell     XX
Jasmine Ng     XX
Catherine Schult-Roman     XX

**Natural Sciences**
Mohamad Abbani     XX
Sara Di Fiori     EXC
Troy Moore     XX
Ryan Turner     XX
Anne Valle     XX

**President/Superintendent**
Dena Maloney

**Academic Affairs & SCA**
Linda Clowers
Jeanie Nishime     XX
Jean Shankweiler     EXC

**Assoc. Students Org.**
Patrick McDermott     XX

**Compton Education Center**
Paul Flor     XX
Chris Halligan     EXC

**Ex-Officio Positions**
Chris Jeffries (ECCFT)     XX
Nina Velasquez (ECCFT)

**Curriculum Chair**
Allison Carr     EXC

**Deans' Reps.; Guests/Other Officers:**
Greg Toya
Carolyn Pineda

Linda Ternes

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 third Academic Senate meeting of the fall 2016 semester to order on October 4, 2016 at 12:32 p.m. It was noted that we would proceed slightly out-of-order, so that Greg Toya could present his information.

## G. INFORMATION ITEMS –DISCUSSION

**Greg Toya(GT) – Director of Student Development/Student Conduct Officer**
KDD thanked Greg Toya for coming to AS and presenting the new Incident Report and Referral Form (IRRF).  GT provided us an overview of the Student Development Office functions. The SDO office supports everything on campus that deal with students, such as; Student Government, Inter-Club Council, Student Clubs, Student Conduct, Student Complaints, recruiting students for employment, etc. He encouraged us (and our students) to go out and purchase the $10 ASB sticker because it helps to support co-curricular activities of the college, such as; student government, clubs, newspaper, debate team, athletics, etc.  GT then walked us through the new online form. Maxient is the software system that manages student conduct. There will be more discussion and in-depth training on student conduct possibly during Spring Professional Development Day.  There are multiple links on the ECC website to get to this form, pages 12- 13 of the packet has some of this information.   If you don't know how to fill out the form, or what to fill in, they will help you. Some of the locations where you can find the forms…..

Incident Report and Referral
Form https://cm.maxient.com/reportingform.php?ElCaminoCollege&layout_id=5

Under "I" (Incident Reporting and Referral Form) in the A-Z
search http://www.elcamino.edu/siteindex/index.asp#I

Assessment, Intervention and Management for Safety Team
(AIMS) http://www.elcamino.edu/administration/vpas/aims/

Faculty and Staff Quick Links page: (on the right)
http://www.elcamino.edu/administration/facstaff/facstaff.asp

SDO
http://www.elcamino.edu/studentservices/activities/sdo.asp


Links to the IRRF can be found in the following locations on the Compton Center website: El Camino College Compton Center, Student Life, Student Services, Title IX, Office of Staff & Student Diversity, Notice of Non-Discrimination, Sexual & Gender-Based Misconduct, Unlawful Discrimination, How to Report or Make a Complaint or Unlawful Discrimination.

To fill out these forms, you need a description of the incident. Document the person's behavior, be very specific, include quotes, detailed behavior and action.  There will be some sample Incident Reports developed to further guide faculty.

Faculty action: Faculty have a number of options when submitting an IRRF, which are outlined on the IRRF: warning, 1-2 day suspension, Campus Police, submit IRRF and copy division office.

Division Office action – Faculty can copy their division on the report. As appropriate, information will be referred to SDO, AIMS, Title IX, Campus Police, etc. College sanctions and legal ramifications may be appropriate.

In public spaces, such as the library, staff can take photos to include in a report.  It's not clear whether classrooms are public spaces. If reporting academic integrity violations, it's useful to attach copies of students' work. There will be more clarification forthcoming on how to manage privacy issues when submitting a report. The Forms A, B, & C were replaced with an online form in recent years.  The new IRRF now replaces that form. Accident reports are distinct from the IRRF. Sexual assault incidents would be reported to Jaynie Ishikawa.

Come see Greg or call x3500 if you have any questions.

## B. APPROVAL OF MINUTES
See pgs. 6-11 of packet for minutes from the September 20 meeting. There was approval of minutes. It was suggested that more details be provided during the discussion items.


## C. OFFICER REPORTS

### President – Kristie Daniel-DiGregorio (pgs. 12-13)
KDD reminded everyone to sign in on the attendance sheet & pick up their nametag. She then introduced Linda Ternes, Associate Dean of Mathematics, who has been at ECC since 2016.  She previously taught and worked with C-ID (course identification system).  She has great curriculum experience, and loves the faculty in her division.  Charlene Brewer-Smith from Cosmetology, was also introduced.  Charlene informed us that last year the Cosmetology Program had about 20 students graduate, 15 have already gotten their licenses.  She has been teaching about 13 years, and will fill in as an alternate for Patty Gebert when she can't make it to AS.  KDD told them that they can arm wrestle for voting rights.

KDD informed us that the AS has a seat at the table for many forums and groups on campus.  The President's Report, in the Senate packet, offers updates and information about what's happening on campus.  She will offer some highlights from the report at the Senate meetings.

There are campus-wide Safety Drills happening soon:
Earthquake Drill: 10.20.16 at 10:20 a.m.
New this semester: Emergency Preparedness Drill: 11.9.16 at 10 a.m. & 7 p.m.
Many faculty and staff have been advocating for an emergency drill to help prepare for an event such as an active shooter.  Chief Trevis has worked tirelessly to implement the drill and senators were encouraged to offer their support by helping get the word out.  Like the earthquake drill, the emergency preparedness drill will include Shelter-in-place. But it will differ from the earthquake drill in the following ways: Lockdown: lock doors from inside; otherwise create obstacles to block intruder's path into classroom/office. NO evacuation!

Chief Trevis will present on 11.1.16 at the AS meeting.
Senators requested that the date for all drills be advertised before the start of the semester so faculty can schedule classes, assignments and exams accordingly.

**Comprehensive Master Plan (CMP)** 2017-2020 Timeline for Consultation

President's Newsletter announcement will be out soon. There will be a direct email to all employees. Second forum – faculty are encouraged to attend, food will be provided.

Academic Senate Consultation: Thanks to Anna Brochet, Claudia Striepe, Josh Troesh, and Irene Graff, for your work over the summer. We will review the Educational Master Plan at meetings on 10.18 & 11.1

More information is needed from our brainstorming session from the last meeting. It was suggested to include discussion on legislative issues. Below are some great resources. Chris Halligan (Compton), is active and may be invited to share some of his expertise with us.

> ASCCC – Academic Senate for California Community Colleges – Information on ASCCC Positions   http://www.asccc.org/legislative-updates
> FACCC – Faculty Association of California Community Colleges – Follows current legislation, tool for contacting legislation.
> CCLC – Community College League of California: monthly newsletter, legislative tracking, Budget & Policy Center, legislature directory   http://www.ccleague.org/i4a/pages/index.cfm?pageid=3284

Watch the faculty listserv for information about nominating your program for recognition by the ASCCC. The theme for the exemplary program award: contextualized teaching and learning. ECC Deadline: November 1st, 2016 emailed to kdaniel@elcamino.edu. Past recipients have been: Early Childhood-Math Learning Community, General Bio Hybrid Course, Accelerated Math and English Pathways, Mechanized Agriculture Program. Consider applying for this award, it is a great way to distinguish ECC. We encourage nominations!!

## VP – Compton Education Center – Paul Flor
I have 3 items worthy of sharing…
1. The special trustee has recommended that the Compton Center revert back to local control. It is hoped that the interim chancellor will make a decision by the end of the year or in January.
2. The Center applied to the IEPI (Institutional Effectiveness Partnership Initiative) for $50,000 in funding to establish a Leadership Academy.
3. The Center is completing the second reading of three board policies related to curriculum.

## Chair, Curriculum – Allison Carr
Allison was ill and couldn't attend the AS meeting. Results from the 9/27 CCC meeting are noted here. Refer to the CCC minutes online for more information.

Full Course Review Approvals – BUS 11, ENGL 78
Consent Agenda Approvals – ATEC 11, CHEM 20, CIS 29, CSCI 30,CTEC 172, EDEV 29, ENGL 98, FTEC 2, 9, MATH 33, 43, PE 220, 257, 290, POLI 1, SUPV 27
More information, including College Curriculum Committee minutes, can be found on the ECC website: http://www.elcamino.edu/academics/ccc/

## VP – Educational Policies –Chris Gold (pgs. 14-15)
This semester our work has a different pace. Rather than several smaller policies, the committee has been focused on a few large policies and procedures. Expect to see policies/procedures related to attendance, copyright (which was discussed in the spring), and intellectual property at future meetings.

**VP – Faculty Development – Stacey Allen (pgs. 16-19)**
We had a meeting on September 27.  Attendance was strong at Fitness and Fun for Faculty.  The next event is 10/20 with each workshop focused on physical activity, cognitive fitness, nutrition and humor.

There are only 10 days left to nominate faculty for the Outstanding Adjunct Faculty Award.  Please consider nominating a colleague.  All it takes is a letter of nomination!

There were a number of topic ideas that emerged from the Senate brainstorm last meeting.  These will be discussed by Faculty Development Committee (FDC) for future Professional Development Day events.

**Congratulations** to all faculty who achieved new rank in fall, 2016. The academic rank system appears in the catalog.  Faculty who achieved a new rank are included in the packet on pages 19 & 20.

**VP – Finance – Lance Widman (pgs. 21-24)**
No minutes to report.  Professor Lance Widman and Professor Josh Troesh represent the Senate at the PBC (Planning and Budgeting Committee).  After 45 years in the classroom and nearly 30 on PBC, Professor Widman is retiring.  So, the Senate will need a new rep to serve with Josh.  The PBC is an important committee and makes decisions that affect all of us.  LW said they are involved with program review, what goes into budget, general planning, it is a wide ranging committee that is time-consuming. Senators are encouraged to consider serving.  See Lance for more information.

**VP – Academic Technology – Pete Marcoux**
We had a Technology Committee Meeting 9/20, agenda is in the packet.  We've been working on the Tech Master Plan.  They hope to have WIFI working by the start of spring 2017.  Tech conference coming up in spring…any ideas?  Phone installation, 200 phones installed, they are working on installing cable and data jacks.  Waiting for approval from AT&T to move the main point of entry

**VP – Instructional Effectiveness/ Assessment of Learning Committee/SLO's Update – Russell Serr**
Next meeting I'll have a lot to speak about.

**D. SPECIAL COMMITTEE REPORTS**

**Dr. Jean Shankweiler (DrS) VP of Academic Affairs**
DrS is out of town at CC of San Francisco.

**Dr. Jeanie Nishime (DrN) VP of Student and Community Advancement**
Dr. Shankweiler is on an accreditation visit, her first.  Dr. Nishime will be on a visit next week – to City College of San Francisco.  The visit will determine whether the college is able to retain their accreditation.    Dr. Nishime noted that the intent of accreditation is to improve colleges.

The ECC college-wide accreditation committee will soon begin working toward the mid-term report, due next fall. We have to work on areas that need improvement.  Graduation degree data is misleading because they only track full-time students. Colleges are required to address outcomes data, including full-time students' ability to complete within 150% of the time (e.g., three years for an associate's degree).  If

these rates fall below 15%, there's cause for concern.  ECC rates are approximately 26%; Compton Center is at approximately 13%.

## E. UNFINISHED BUSINESS
KDD thanked the Senators for their energy, insights and contributions to the brainstorming session last meeting.  The brainstorming summary is in the Senate packet pages 25 & 26. Some proposed next steps were incorporated into the current meeting – more to follow.  Suggested next steps include:

**Meetings:**
Shift agenda – business before VP reports
Offer more opportunities to interact
Provide more tutorials, explain terms, and limit use of acronyms
Put reports in context of "big picture"
When possible, seek input before representing Senate at meetings
Legislative updates
Have deans introduce themselves briefly

**Topics/Guest Speakers @ Senate:**
International Students
Captioning
Program discontinuance
Dual enrollment
Enrollment management, including process improvement
Online resources: hybrid classes, Canvas, WiFi
Student Success Initiatives: SSSP, SEP, BSI, MMA/Common Assessment, Financial Aid

**Topics for Future Workshops:**  Some topics require more time than can be allotted in a Senate meeting.  Thus, the Faculty Development Committee will discuss incorporating them into future PD Day programs.
Cultural sensitivity training
Budget: Presentation/workshop on where money goes
Grants
Resources/training on developing certificates and degrees

**Strategies for Getting the Word Out:**
Exec: There are a number of ways the executive board works toward this goal, including: maintaining the AS website, distributing packets, minutes, PowerPoints to campus
Senators: As representatives of academic divisions, senators are relied upon to share information from the meetings.  Some suggestions: Seek input and report at department & division meetings, post packet hard copies in mailroom, forward relevant information to colleagues – individually, through department/division-wide email.

Compilation of Senate meetings and topics pgs. 25-26. We need to flip-flop some topics so important topics can be discussed first instead of at the end of meetings.  We will look for opportunities to work on meetings.  We saw themes on topics and guest speakers, captioning, dual enrollment, DrN will keep us informed on process improvement, student success initiatives and what is happening on campus.  Some topics were broader and we needed more time to discuss these items. We want everyone to know what AS is doing.  Help us get the work out in your division. KDD thanked everyone for participating.

**F. NEW BUSINESS**

**Chris Gold** is working on the Faculty Handbook and she needs feedback. It should be updated within 6 months of the approval of a contract so we are a little behind schedule!  Much of what is in the handbook has not changed.  A notable exception: service awards for men were pewter tankards, pewter bud vases for women. Also, there was a faculty center – an idea that is often mentioned by faculty – where faculty could gather informally.  Chris is forming a steering committee – she will provide much of the legwork but needs the advice of experienced and new faculty.  Several examples were displayed and senators were invited to give feedback. A few faculty prefer an online version. Part-time faculty don't get laptops so that could be a problem.  Counselors want a printed version (ED Policies).  A PDF could do the job. Maybe the Division offices could have a printed copy.

Format: online, hardcopy with links, hybrid
Questions to consider: Which format would be most useful, most used by faculty, most up-to-date, most labor intensive to keep up-to-date?

- Traditional hardcopy handbook – Pasadena City College:  http://pasadena.edu/faculty-and-staff/docs/faculty-handbook.pdf
- Traditional hardcopy handbook – Saddleback:  https://www.saddleback.edu/uploads/asenate/documents/FacultyHandbook1213updated.pdf
- Online handbook – University of Mary Washington:  http://publications.umw.edu/facultyhandbook/
- Hybrid (pdf document with the narrative of traditional hardcopy handbook but it opens online with easy to use links) – Los Angeles Valley College:  http://www.lavc.edu/facultyhandbook/Faculty-handbook-2014.pdf
- Hybrid – Austin Community College:  https://drive.google.com/file/d/0B-EwSafm0XzVVjdFOE9lRC0xd1U/view

**G. INFORMATION ITEMS - DISCUSSION**

Plus/Minus grading was postponed until the next AS meeting.

**Chris Jeffries**, President, El Camino College Federation of Teachers (ECCFT) – Former AS President
A number of articles have been picked to discuss during negotiations, including Articles 3, 6, 8, 10, 11, 20, & 25.  Legislation providing seniority for part-time faculty was recently passed so will need to be negotiated.  For salaries, the Federation is looking at comparables for area schools.  Negotiations begin 10/14 and need to be concluded by December.  The Proof newsletter was emailed; hard copies will be delivered soon.  To prevent a flood of email traffic on the listserv, the Federation will use a forum like Facebook to keep in touch with faculty.  There will be a general meeting in a few weeks.  The executive board includes Susanna Prieto, Kyle Strohmaier, Gene Armao, Evelyn Uyemura, and Kelsey Iino.  There is still a need to fill some division rep positions.  Chris noted that the negotiating team is able to share information about topics being discussed in the negotiations.

**H. FUTURE AGENDA ITEMS**

Ed Policies: AP 5070, BP/AP 5010, AP 5011 Admissions and Concurrent Enrollment
Online Educational Resources
Educational Master Plan – 10.18.16 – 1st reading, 11.1.16 – 2nd reading

**I. PUBLIC COMMENT**

Lance Widman encouraged faculty to attend a panel from the League of Women Voters organized by the Political Science department for 10.25.16.  The League provides non-partisan information about the issues in the upcoming election. They will provide pros and cons on many of the issues. And NO, they won't be talking about the porn stars wearing condoms.

D. Berney suggested that a task force be established to consider department chairs.

**J. ADJOURN**
The meeting adjourned at 1:53 pm
TG/ECC Fall 16

# Academic Senate President's Report:
## Senate Meeting 10.18.16

## Senate News:

**ECC Academic Senate website**: The new handbook and 2016-2017 goals are posted.  Updates have been made to:  Outstanding Adjunct Faculty Award recipients, Senate meeting location, campus meetings, and Senate leadership.  Many thanks to Senate Secretary Traci Granger for her hard work and to Julie Meredith (Health Sciences and Athletics) for her expert technical support!

## Campus News

- **Campus Emergency Drills:**  As noted previously, The California Shakeout will be Thursday 10/20 at 10:20 a.m.  Information has been posted on campus buildings (posters) to faculty and staff.  The first Emergency Preparedness Drill will be held on Wednesday 11/9 at 10 a.m. and again at 7 p.m. to help prepare the campus for an active shooter situations.  Similar to the earthquake drill, it will focus on lockdown and sheltering in place.  There will be no evacuation.  To prepare for the drill, employees can review the video shared at spring 2015 Professional Development Day: https://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be.  In addition, campus safety personnel are available to make classroom presentations.

- **Student Success Advisory Committee:** Assessment:  The implementation of the statewide Common Assessment has been delayed so the Accuplacer system will be used for the remainder of the academic year.  A small pilot of Multiple Measures Assessment (MMA) is being implemented to place students into math courses.  A subcommittee will hammer out details for expanding the pilot.  Watch for details of upcoming professional development opportunities related to MMA.  Planning:  The Chancellor's Office expects that Integration and Alignment of Student Success and Support Programs (SSSP), Student Equity Program (SEP) and Basic Skills Initiative (BSI) will integrate and align their efforts.  Program requirements will be updated in February 2017, with an October 2017 deadline for the first integrated plan.  The Seeds of Change Initiative is already underway at ECC to foster collaboration and integration, including integration with the college planning process.

- **Upcoming Campus Events (watch email for more details):** Transfer Fair, including 80 colleges and universities, will occur 10/18.  The RISE Center celebrates its first anniversary with an Open House 10/25.  ASO is preparing for Voter Registration Day and Finals Madness.  Natural Sciences is sponsoring an event "Art of Science/Science of Art" on 11/5.  Professor Jason Davidson offers Phantasm III through the Center for the Arts on 10/15.

KDD/10.13.16

El Camino College – Office of the President
Minutes of the Facilities Steering Committee June 20, 2016

Purpose Statement:  The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members.

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

Members Present:  Linda Beam, Tom Brown, Ann Garten,  Jo Ann Higdon, President Maloney, Jeanie Nishime Susan Pickens, Angela Simon, Luukia Smith, Erika Solorzano

Guests Present:  Rory Natividad, Irene Graff, Dipte Patel, Deborah Shepley.

1. The minutes of November 30, 2015 were approved as presented.
2. Facilities Master Plan Report – June 2016 was reviewed. (Complete report is posted here.)
   a) Student Services Building Project was pulled from the bidding process.  A couple of items need to be modified before it is submitted to DSA.
   b) The public fitness walking path will go back to its original location outside of the stadium and will now be a complete loop.
   c) Athletic Education and Fitness Complex Project Phase 2 Project is almost completed.  There is concrete being poured for the fire road and one elevator is being inspected.
   d) Lot C Parking Structure Project is ahead of schedule.
3. Fine Arts Precinct Plan PowerPoint was presented by Deborah Shepley.  (The PowerPoint presentation is posted here.)
   a) The following comments and concerns were expressed during the precinct plan presentation.  It was noted that these areas of campus were not part of the precinct plan.
      i. There is a need for a centrally located outside staging area for student and commencement activities.
      ii. Campus food locations have not yet been identified.
      iii. The Sign Language program does not have a permanent home.  They need three classrooms and a lab.
      iv. The location for the Health Center has not been identified.
      v. There is a need to continue to have the "quad area" in front of the Library available for club rushes and other outside activities.

4. Educational Master Plan Report (EMP) – Irene Graff reported that the four focus areas are in development this summer.  The EMP will be joined by a number of supporting plans (including the Facilities Master Plan) to make up the Comprehensive Master Plan this fall.  At this time the faculty are only working on the EMP.  Once the EMP report is completed it will be brought back to the Facilities Steering Committee.
5. President Maloney suggested an interest in developing a Facilities Planning Guide for User Groups.  Luukia Smith and Angela Simon indicated they were interested in working on this.
6. Facilities Steering Committee Annual Evaluation – Irene Graff provided the "Annual Review for Collegial Consultation Committees" guidelines and the "Collegial Consultation Committee Annual Evaluation" templates for review.  It was determined that the template will be used for the Facilities Steering Committee evaluation this fall.
7. Other
   a) The next Facilities Steering Committee will be in September 2016.
   b) The updated Administrative Building drop-off zone diagram will be brought to the next Facilities Steering Committee.

2016 Facilities Steering Committee Goals

1. Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings and technology.
2. Continue the implementation of the Facilities Master Plan.
3. Review and update the Facilities Master Plan to ensure alignment with the new Educational Master Plan.  Recommend revisions as necessary.
4. Communicate current and anticipated facility changes with the greater ECC community.
5. Develop a set of criteria for the review of facilities requests rising through the annual prioritization process.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 19, 2016

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

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

Members Present:  Kristie Daniel-DiGregorio, Irene Graff, Chris Halligan, Chris Jeffries, Susan Pickens, Jean Shankweiler, Luukia Smith, Ericka Solorzano

Alternates:  Nicole Mardesich, Mike Trevis

Guests:  Lisa Mednick-Takami, Patrick McDermott, David McPatchell, Greg Toya, Idania Reyes

1.  Minutes – September 7, 2016:  Approved as presented.
2.  ECC Leadership Program - Lisa Mednick-Takami reported that through the Institutional Effectiveness Partnership Initiative (IEPI) at the Chancellor's Office that El Camino College is applying for funding to support development of an on-campus leadership program open to staff, faculty, and administrators.  The application is due September 30, 2016.  The award notification will be November 1, 2016 and the funds must be spent by December 31, 2017.  The maximum amount to be received is $50,000.  Lisa will bring back the plan to CC once it is developed.
3.  Seeds of Change Retreat - Idania Reyes gave a brief overview of the retreat that occurred August 18-19, 2016.  The Seeds of Change Initiative will work to integrates the Student Equity Program (SEP), Student Success and Support Program (SSSP), and Basic Skills Initiative (BSI) plans and to implement action items identified at the retreat. The following items were identified for future action plans:  1) Collaboration of Support Services, 2) High School Collaborative, 3) Innovation for Basic Completion and Success, and 4) Professional Development.
4.  Flo Water Proposal was presented by Nicole Mardesich on behalf of Eman Dalili. The plan is to place five Flo Water Refill Hydration Stations inside buildings for students.  The proposal included a budget for continued expenses and a budget for one-time expenses.  It was reported that all expenses would be paid out of the ASO budget.  CC members were agreeable with the proposal but asked for company references.  The references will be brought to the next CC meeting.

5. Educational Master Plan (EMP) Preview and Comprehensive Master Plan (CMP) Consultation Timeline were presented by Irene Graff. Irene reported that on October 26th notices will be sent out advertising the open forums.
6. College Council 2015-16 Evaluation results will be reviewed at the November 4th CC meeting.

Agenda for October 3, 2016
1. Minutes –September 19, 2016
2. Flow Water Presentation – References (Eman Dalili)
3. College Council 2015-16 Evaluation Results
4. College Council Goals 2016-17


2015-16 College Council Goals
1. Update and Review Board Policies and Administrative Procedures.
2. Have all Consultation Committees revise and post minutes, agendas, purpose and goals to their specific Committee webpage, and have a link to these pages from a central Administrative page.
3. Review and endorse the Master Plan.
4. Support initiatives of the CEC to train staff/faculty/committees in preparation for accreditation through quarterly reports and discussion.
5. Develop plans and procedures to orient new members to consultation committee.

**ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE**
**MINUTES**
Tuesday, Sept. 29
1:00-1:50  SOCS 123

**Fall Meetings from 1-1:50 pm in SOCS 123:**  Tues Sept 13; Thurs Sept 29; Tues Oct 11; Tues Oct 25; Tues Nov 8; Tues Nov 22; Tues Dec 13 (tentative)
**Members**:  Christina Gold (Chair), Mark Fields, Vanessa Haynes, Chris Jeffries, Karl Striepe, Lori Suekawa and Linda Ternes.

### I)  BP/AP 5070 Attendance
Background:  AP 5070 was reviewed five times last year with David Mussaw.  Since then, Dean's Council has reviewed it twice and made revisions.  Bill Mulrooney has also made comments.  It has been decided that the current draft contains too much content that is outside the bounds of an attendance procedure and too much unnecessary detail.
Discussion:  The committee reviewed the new, concise draft of AP 5070.  It uses language directly from the CCLC template for AP 5070.  The committee made recommendations for changes to the section "Student Enrollment, Attendance, Withdrawal, and Drop."  The changes will be incorporated and the edits will be sent back to the VPAA, Deans, and Bill Mulrooney.

### II) Follow-up Re: Combining No Show and Active Enrollment Reports
Background:  The discussion of AP 5070 Attendance last year led to a discussion of combining the No Show and Active Enrollment reports.
Discussion:  Chris G. reported that Bill Mulrooney said that although he supports combining the reports, the Admissions and Records Office would not be able to make the change right now because there are too many other ongoing changes.

### III) Follow-up Re: Switching to +/- Grading
Background:  The discussion of AP 5070 Attendance last year led to a discussion of possibly switching to +/- grading.  Also, Arthur Verge asked that the Senate consider the issue.
Discussion:  The committee only briefly discussed the issue.  Plus minus grading would allow faculty to more accurately report grades and it may encourage students to work harder in class to avoid a minus or to earn a plus.  However, it would complicate counselors efforts to calculate GPAs.

Educational Policy Committee Packet for September 29, 2016
1. BP 5070 Attendance
2. BP 4010 Calendar
3. AP 5070 Attendance (concise version)
4. AP 5070 Attendance (previous draft)
5. AP 5070 Attendance (CCLC template)
6. AP 5070 Attendance (Citrus College)
7. AP 5070 Attendance (Grossmont-Cuyamaca College)
8. BP 4230 Grading and Academic Record Keeping
9. BP 4230 Grading and Academic Record Symbols (CCLC template)
10.  AP 4230 Grading and Academic Record Symbols (CCLC template)
11.  Title 5 §55023 Academic Record Symbols and Grade Point Average

**Faculty Development Committee Meeting**
**Minutes for Tuesday, October 11, 2016**
**Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm**

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

| Name | Abbreviation | Division |
|------|-------------|----------|
| Stacey Allen* (present) | (SA) | Behavioral & Social Sciences |
| Dustin Black (present) | (DB) | Behavioral & Social Sciences |
| Ross Durand (absent) | (RD) | Industry & Technology |
| Diaa Eldanaf (present) | (DE) | Mathematics |
| Briita Halonen (present) | (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 |
| Andree Valdry (present) | (AV) | Learning Resources/Compton Center |

*Committee Chair

**Fall 2016 Meetings:**  September 13 & 27, October 11 & 25, November 8 & 22, December 13 (if needed).
**Spring 2017 Meetings:**  February 14 & 28, March 14 & 28, April 25, May 9 & 23, June 6 (if needed).

**AGENDA**
**1.  Outstanding Adjunct Faculty Award**
(SA) reminded the committee that nomination submissions are due by Friday, October 14th. The selection committee will meet at 10:00 am on Friday, November 4th in SOCS 101 and will be comprised of Dipte Patel, Stacey Allen, Evelyn Uyemura, Kim Nguyen, and Syrah Navid (Student Senator for Health Sciences & Athletics Division).

**2. Getting the Job Workshop Series**
(SA) confirmed that Part 1: The Application will be held on December 2nd from 12:30 to 3:00 in the Alondra Room. The panel will be comprised of Sheryl Kunisaki, Briita Halonen, Diaa Eldanaf, Melissa Fujiwara (Sociology), and Martha Lopez (Human Resources).

(SA) reported that Linda Beam has indicated that interviews for new full-time faculty may begin in January or February.  (LM) noted the great value of the workshops and suggested that the scheduling of Part 2 may be a bit awkward this year given the return of the winter session. (BH) stressed the importance of scheduling the workshop on a date that would encourage a good turnout and strong participation.  After much consideration, the committee agreed to schedule Part 2 – The Interview on January 27, 2017.

**3.  Tenure Recognition**
(SO) reported that she has been in contact with Julie from the bookstore who is working with vendors to purchase mementos for newly tenured faculty.

At the 9/27/16 meeting the FDC voted to hold the tenure reception on Spring PD Day on the 2nd floor balcony of the Marsee (depending upon availability). (SA) noted that since Dr. Maloney is providing the funding for the event, she will contact Dr. Maloney's office to seek input on event details. (LM)

pointed out that given the event is to take place in February, inclement weather should be taken into consideration.  (BH) noted it would be ideal if deans attended and if honorees were able to invite guests. (CS) inquired if new tenured faculty from Compton would also be recognized at the reception. (MS) and (LM) suggested the reception take place midday and the committee concurred.

The tenure reception is tentatively scheduled to take place from 12:00 to 1:00 on Spring PD Day.


## 4.  ASCCC Professional Development College Online Courses

(SA) reminded the committee that at our last meeting we voted to add the online courses to Category 3 of the flex matrix.  After much discussion concerning how much flex credit to award for completion of ASCCC online courses, the committee agreed to hold off for now on adding the courses to the matrix until more information is available concerning the amount to time realistically needed to complete each course. (MS) volunteered to take a course and report back to the committee. (LM) suggested that our goal be to add the courses to the matrix by the end of the semester.


## 5.  Academic Senate Brainstorming Session

(SA) shared with the committee a list of items that Kristie Daniel-DiGregorio derived from the 9/20/16 Academic Senate brainstorming session. Committee members were asked to review the list and consider some of the topics for PD Day breakout sessions and/or FDC initiatives. (MS) expressed an interest in speakers who are a source of inspiration. (DB) noted the great demand for online resources, especially as the college transitions from Etudes to Canvas. (CS) reported that the annual technology conference hosted by P. Marcoux would be an excellent opportunity to address these issues.  (SA) noted that the technology committee was meeting on 10/11/16 and would be determining the conference date.  (LM) reported that the PD department would begin offering courses in the next few weeks for faculty who will be transitioning from Etudes to Canvas.

(SA) requested that members continue to review the "brainstorming" list and plan to discuss further at the next meeting.

## 6. Promoting flex information/activities in division mailrooms

(SA) inquired again about space available in division mailrooms to promote flex activities and suggested the use of bulletin boards to raise awareness of activities and to provide pertinent information concerning the importance of earning flex credit. (SO) reported that there is space on the bulletin board in the Humanities office that could be reserved for flex information.  (CS) reported that she would investigate available space in the library. (LM) volunteered to discuss with folks in Health Sciences and (DE) will inquire with the Math department.  (BH) suggested something catchy like "Need Flex?"


## 7.  Fitness and Fun for Faculty

(SA) reminded the committee that the next meeting is October 20th from 1:00-1:50 in the TLC.  Traci Granger (Health Sciences), Mary Lyons (Nutrition), and Jan Schaeffer (Health Center) are scheduled to present at the workshop. (CS) reported positive feedback from colleagues who attended the first workshop in September.


Meeting adjourned at 1:54

**SA/10.12.16**

# EL CAMINO COLLEGE
## Planning & Budgeting Committee
## Minutes
## Date: September 15, 2016

_____
## MEMBERS PRESENT

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

**Other Attendees: Members:** S. Dighe, S. Prieto, R. Russell, A. Sala, M. Trevis, S. Waterhouse
**Support:** B. Atane, I. Graff, A. Leible, J. Nishime

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

## Approval of the September 1 Minutes
1. The minutes were approved as presented and will be posted to the portal.

## Financial Aid Update – W. Garcia (handout)
1. Changes to financial aid regulations and processes for 2016-2017 were presented to the committee. Beginning this fall 2016, academic and progress standards as well as income criterion will need to be met by students in order for them to receive the BOGFW (Board of Governor's Fee Waiver).The students will need to sustain a cumulative grade-point average of at least 2.0 and will need to maintain a cumulative satisfactory completion of more than 50% of attempted units. A small group (less than 300) of students lost eligibility for this semester. It is anticipated that this new legislation will have its largest impact on students this upcoming spring. Students who are on second-level academic and/or progress probation are the ones who will probably lose their BOGFW for spring. This will be the first time that academic criteria is used to determine eligibility.
2. For the first time starting this fall semester, a freeze date has been implemented at both El Camino and Compton. The freeze date will lock units as of the census date for fall and spring semesters to determine financial aid eligibility for the term. Any changes to the student's unit load following the census date will not result in changes to financial aid awards unless a student drops from all units.
3. There will be two significant changes in the 2017-18 year for financial aid. The Department of Education announced that students will be able to submit the Free-Application for Federal Student Aid (FAFSA) beginning on October 1, 2016, rather than the traditional submission date of January 1, 2017. The earlier submission date will be a permanent change. The other change going into effect is the usage of prior-prior year income. Students and their parents will be able to report income information from an earlier tax year rather than just the immediate past tax year. For the 2017-2018 award year, information from tax year 2015 will be reported rather than the tax year 2016 income information. Financial aid applicants will utilize the tax year 2015 for both the 2016-2017 and 2017-2018 award years.
4. It was noted there are numerous on-line videos regarding financial aid topics under the financial aid area on our website which students can view.
5. It was asked if we are doing any outreach to capture some of the students who have lost their BOGFW from other districts. It was noted if a student loses their BOGFW from a district, they can go to another district and can regain their eligibility. It was clarified even though Compton and El

Camino are considered two different districts; they are viewed as once district concerning the process of the financial aid students.

## PBC Orientation – I. Graff, R. Natividad (handout)

1. It was noted there are many new members to the PBC. Annually some kind of orientation is done with the committee to communicate what our mission and vision is. The power point presentation shown was a first draft and any feedback is welcomed. PBC is one of six collegial consultation committees at El Camino College. Collegial consultation involves how we make decisions. The making decisions document was distributed a year ago, but it is brought back annually for review.

2. The power point presentation will be distributed later with live links to all the members. It was noted collegial consultation exists due to Assembly Bill 1725.

3. Board policy 1200 is the mission and strategic initiative C (collaboration). This is to advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision making. This initiative from the board policy appears on the agenda of all of our collegial consultation committees.

4. Annual assessment and review is done by the chairs of consultation committees. They perform an orientation for their members, review the committee's purpose statement and goals, conduct self-evaluations to determine effectiveness and review the Making Decisions document.

5. The consultation croups were categorized as students, faculty, classified staff and administrators. The decision-making process includes making recommendations to the President by consensus or majority vote. Communication is accomplished through representation of the committee members who go back to their constituent groups relaying the information and then bringing feedback to the committee for further consideration and discussion. It is important to provide supporting evidence in what we do. The focus should be on student success.

6. One of the main purposes of the PBC is reviewing and making the recommendation of the budget. Usually there is a May revise and beginning in June, the committee begins to have discussions regarding the budget. It was recognized that there are consistent topics in dealing with the budget. A glossary of terms/acronyms has been devised in helping to understanding the various terminology utilized in budget discussions. In June the tentative budget is approved so the District can be funded in July. In August the final budget comes back to PBC for final review and their recommendation of the budget to the President. The budget is then presented to the Board of Trustees in September at their board meeting for final approval.

7. The PBC serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community. The committee was reminded that the blue budget book was one of our major resources and should be brought to each PBC meeting.

8. The handout of the El Camino College Annual Planning and Budgeting Process was reviewed. The deep planning begins with the four-year process of program review. Mostly our recommending plans come directly from program review and not emerging needs. After program review recommendations go into your program plans. This would be an annual program plan being proposed to the next level (the unit area). Unit plans are then moved on to the area plan which is under each vice president. The ultimate goal is for each vice president to come together to form and fund the college plan, formally known as the VP priorities. The draft of this process is reviewed annually by the PBC. Updates will be made so it is easier to tell the difference between annual planning and budget planning. These are two distinct processes which come together to provide areas with items according to their program plan. It is important we link our planning and decision-making to our budget.

9. The membership to the PBC was noted as needing to be updated with the new members. The PBC members are considered charter members and are invited to the Annual Planning Summit which is usually held each spring. This is where the processes are reviewed to see if the college is improving as a whole (April 2017).
10. It was reiterated to the committee that the acronyms on the back of the agenda shows a listing of helpful budget terms. A complete listing is available in the annual final budget book.
11. The communication of how members communicate with their constituent groups and how they relay feedback along with the committee rules of order are process we try to review. There is a respectful process where everyone is allowed to speak their mind and ask questions.
12. It was noted the role of SLO assessments should be incorporated into the chart. SLO assessments go into program review for discussion. This item will come up in accreditation. It was also suggested a scaled down version of the El Camino College Annual Planning/Budgeting Process would be a helpful tool for everyone.
13. One of the goals forthcoming is showing a clear linkage of how a group communicates out to their constituents and how we receive their feedback. The goal is to be timelier and planned out with the communication of our members. Rough drafts will be forthcoming to the members for their review and input.

**PBC Evaluation Timeline/Questions** – R. Natividad (handout)
1. The questions and results from the PBC evaluation of 2015 were distributed to the committee. The committee was instructed to review the information and provide feedback and comments to Rory and Irene which will be brought back to the first October meeting. The committee will then start doing their assessment in October.
2. Some of the questions were noted as collegial consultation questions with an area provided after each question for any comments. It is being proposed that each comment box after each question be eliminated and only one box be provided at the end of the survey for any comments. It was found there were not a lot of comments after each question.

**Comprehensive Master Plan Update** – I. Graff (handout)
1. The Comprehensive Master Plan is a major five-year plan which is centered around an educational master plan which looks at academic and student services and how we will plan for the future. It is supported by a technology plan, staffing plan, a facilities master plan, and (in development) a distance education plan.
2. The staffing plan will be a little late in coming in this year. The Board will approve everything else except the staffing plan. When the staffing plan is then approved, it will then be inserted back with the other plans and will go through the same collegial consultation process as the rest of the plans.
3. A Master Plan working group will review the entire plan on September 26. On September 29 there will be an open forum at 1 p.m. for anyone who would like to review the Master Plan and add comments. Board approval is scheduled for December. The PBC scheduled dates for review are October 20 and November 3.
4. Please direct any feedback about the staffing plan to Linda Beam or Rory Natividad.
5. It was noted one of staffing issues occurring is the cross training with new staff being hired. When current staff member retires, a wealth of their knowledge goes with them and is not passed on to the new person taking their position. This knowledge is not allowed to occur. The goal would be to minimize this gap in time or try to have an overlap of time between the staff member leaving and the new staff coming in so the continuity of the job duties can be retained. The loss of this knowledge can set a department back each time it occurs. This information will be moved forward to Linda as she develops the staffing plan.

**Annual Planning and Budgeting Calendar** – R. Natividad (handout)
1. The calendar is being revised to make it easier to read. Because of the addition of the winter session, some of the dates on the planning and budgeting calendar will be moved around. The handout is a rough draft. The committee was encouraged to give feedback on the calendar to Rory or Irene so they can fine tune the calendar. Color coding will be used on the calendar to differentiate between items pertaining to the budget and annual planning. This will be brought back at a later meeting.

**Adjournment** – R. Natividad
1. The meeting adjourned at 1:55 p.m. The next meeting will be held on **October 6, 2016 at 1:00 p.m.** in Library 202.

RKN/lmo

The Superintendent/President shall, in consultation with the appropriate groups, develop and submit to the Board for approval an academic calendar with at least 175 days of instruction and/or evaluation in order to qualify for full apportionment from the State School Fund.

El Camino College
Policy Adopted: July 16, 2012

**Board Policy 4010**                                             **Academic Calendar**

The Superintendent/President shall, in consultation with the appropriate constituent group representatives on the Calendar Committee, develop and submit to the Board for approval an academic calendar <u>with at least 175 days of instruction and/or evaluation in order to qualify for full apportionment from the State School Fund</u>.

Reference:
Education Code Section 70902(b)(12)

El Camino College Policy
Adopted: 4/15/02 Amended: 6/15/15

# AP 5070  Attendance

**References:**
>   Title 5 Sections 58000 et seq.

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**Note:** *This procedure is **legally required**.  Local practice may be inserted, but must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting.  Requirements include the following broad areas:*

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- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

**NEW ADMINISTRATIVE PROCEDURE**

**AP 5070**                                                    **ATTENDANCE ACCOUNTING**

## Attendance Accounting

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

A. Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course

B. Selection of a single primary term length for credit courses.

C. Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).

D. Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.

E. Preparation of census day procedure tabulations.

F. Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.

G. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

H. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

I. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.

J. Maintenance of the college and center in the District for at least 175 days during the fiscal year.

**Student Enrollment, Attendance, Withdrawal, and Drop**

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology. At the end of each semester instructors shall submit attendance rosters to the Admissions and Records Office.

A. Course Enrollment

   1. Attendance Roster - Instructors shall maintain accurate attendance rosters and it is the responsibility of the instructor to verify their roster online to ensure accuracy in enrollment. After census day, only students enrolled in the course may attend. The Admissions and Records Office shall distribute, collect, and input attendance rosters for courses coded as positive attendance.

   2. Waiting List – If instructors choose to add students on the first day of class, instructors must add students in the order in which they appear on the waiting list before they add any students who do not appear on the waiting list. After the first day, instructors may add students at their discretion.

   3. Student Adds – Once the class begins, students must add the class online using the add codes provided to each instructor. A student who fails to officially add a course by the add deadline will not be added.

   4. Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend.

B. No Show Reports
   Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.

D. Active Enrollment Report
   The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster. Students who failed to officially enroll are asked to leave the class. In the Active Enrollment Report, Instructors drop students who are no longer participating in the course as of the last date of attendance.

C. Withdrawal by Instructor

After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students whose absences exceed 10% of the scheduled class meeting time. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct.

D. Withdrawal by Student
The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances.

**References:**
Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.
Education Code section 84040
State Chancellor's Office Student Attendance Accounting Manual
Agreement between El Camino Community College District and El Camino College
    Federation of Teachers, Local 1388, AFT, AFL-CIO

Contact: Academic Affairs Analyst
Academic Senate Educational Policies Committee: 5 readings in Fall and Spring 2015/16,
    9/29/16
Deans Council: 4/4/16, 9/22/16, 10/13/16
Academic Senate:
College Council:

# Overview of the Comprehensive Master Plan 2017-2022

A Comprehensive Master Plan (CMP) is a detailed plan to implement the College's mission, prepare for enrollment changes, and address emerging needs. Cal Ed Code requires all colleges to enact a Master Plan that includes long range plans for academic and service areas (i.e., Educational Master Plan); technology; facilities; fiscal resources; staffing and diversity.  Our existing CMP expires at the end of the academic year (June 2017).

Our goal for the next master plan is to ensure that it is:
- Broad, serving as wide a segment as possible,
- Strategic, tackling critical issues or preparing for the future,
- Integrated with other plans (e.g., SEP, SSSP, BSI), and
- Implementable and measurable.

The development of a new master plan is about two years in the making beginning with review of the mission and our core strategic initiatives, followed by an analysis of our Strengths, Weaknesses, Opportunities, and Threats (SWOT). This analysis determined that our long-term planning should focus on improving: 1) Enrollment Management; 2) Teaching & Learning; 3) Institutional & Student Processes; and 4) student Access, Progress, & Completion.

Following several strategic planning brainstorms, a faculty team developed an Educational Master Plan (EMP).  The EMP consists of a set of proposed Action Items grouped under the following Master Plan Initiatives.  Proposed Initiatives are found on the back of this overview.  To view the entire plan, visit the Planning page (type: "planning" in the ECC website search box).

This plan, followed by supporting plans in facilities, technology, and staffing, will be reviewed through a full consultation process.  The consultation process begins with an Open Forum event for the EMP:

<div align="center">

### Educational Master Plan Open Forum
Tuesday, October 11, 2016
1:00 – 1:50 p.m.
Board Room

</div>

## Consultation Process:

| Committee/Event | | |
|---|---|---|
| Public Comment Period | 10/24/16 | 11/07/16 |
| Open Forum/Public Presentation | 09/29/16 | -- |
| Deans Council, Student Success Advisory, ASO | 10/13/16 | 10/20/16 |
| Academic Senate | 10/18/16 | 11/01/16 |
| Technology Committee (review & finalize) | 10/18/16 | -- |
| Planning & Budgeting Committee | 10/20/16 | 11/03/16 |
| Cabinet & College Council Final Review | 11/07/16 | -- |
| Management Forum | 12/01/16 | -- |
| Board of Trustees Review & Approval | 11/21/16 | 12/19/16 |

# Proposed Educational Master Plan (EMP) Initiatives & Goals

Each of the following initiatives covers a set of specific and measurable Action Items.  These action items will be individually evaluated and prioritized as a part of the consultation and planning process.  A complete implementation and evaluation plan will be developed after the EMP is finalized.  No dust will settle on this plan.

**A - Curricular Innovations:**  Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

**B - Empowering for Equity:**  Equip faculty and staff to equitably serve our increasingly diverse student population

**C - Funding Technology:**  Prioritize campus technology needs and ensure a stable and constant source of funding for assessing and updating infrastructure

**D - Technology for Communication:**  Utilize various technologies to improve communication and to promote increased completion rates for ECC students

**E - Comprehensive Student Support:**  Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

**F - Lowering the Cost of Education:**  Lower the cost of education for students, including external costs

**G - Evaluation of Student Processes:**  Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

**H - Building Community:**  Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at ECC

**I - Process Improvement:**  Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

# El Camino College
## Educational Master Plan 2017-2022
## Proposed Initiatives & Action Items

## Introduction

The El Camino College Educational Master Plan (EMP) for 2017-2022 was developed based on input from the Master Plan Work Group (MPWG), students, the Superintendent/President, faculty, staff, and administrators.  It also reflects broader trends: we identified areas experiencing momentum in the ECC community, the California Community Colleges system, and the South Bay area. As the world changes, so do educational and business needs, and we aim to be relevant and responsive to students' goals in the 21st century.

Based on strategic planning discussions from 2014-2016, the MPWG identified four Focus Areas for future planning.

## Focus Areas & Themes:
1. **Teaching and Learning**: To support professional development, innovation, methods that work, student learning and development
2. **Access, Progress, and Completion**: To support student access and equitable and timely progress and completion
3. **Enrollment Management**: To stabilize enrollments, and ensure adequate growth
4. **Institutional Process Improvement**: To ensure efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks

In addition, the MPWG saw that these Focus Areas were connected by Themes: (illustration of the themes is included in the Appendix)
- **Community:** Supporting ECC's internal and external communities
- **Equity**: Ensuring equitable services, learning, and achievement
- **Technology**: Facilitating efficiency, effectiveness, and service through technology
- **Initiatives**: Connecting college processes to existing mandates
- **Stewardship**: Maintaining fiscal and institutional soundness
- **Integration**: Processes and college activities are coordinated together and are mutually supportive

From there, the EMP Faculty Team met in 2016 to develop an EMP based on these Focus Areas and Themes.  This faculty team included representatives from multiple academic departments, Library and Learning Resources, Counseling, and Institutional Research & Planning. The Initiatives and Action Items below are a result of their collaborative efforts.

## Mission & Strategic Initiatives:

Lastly, the EMP is closely aligned with ECC's Strategic Initiatives for 2015-2020. In fact, most EMP Initiatives align with ECC's Mission and Strategic Initiatives, and all six Strategic Initiatives are represented in the EMP[1].

### ECC Mission Statement

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

### Strategic Initiatives & Objectives:

**A - STUDENT LEARNING**: Support student learning using a variety of effective instructional methods, educational technologies, and college resources. Objectives are:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

**B - STUDENT SUCCESS & SUPPORT:** Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy. Objectives are:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

**C – COLLABORATION:** Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. Objectives are:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.

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[1] District Mission and Strategic Initiatives can also be found at
https://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf

4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

**D - COMMUNITY RESPONSIVENESS:** Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community. Objectives are:
1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance Science, Technology, Engineering and Math (STEM) training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

**E - INSTITUTIONAL EFFECTIVENESS:** Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation. Objectives are:
1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

**F – MODERNIZATION:** Modernize infrastructure and technological resources to facilitate a positive learning and working environment. Objectives are:
1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plans

# Educational Master Plan

The Educational Master Plan outlines a set of broad initiatives and specific action items developed through the process described above. The final Board-approved plan will serve as the foundation for other planning and be the college's strategic roadmap that guides decisions and directions in the coming years. Action items are grouped under initiatives that include Building Community, Curricular Innovations, Empowering for Equity, Funding Technology, Comprehensive Student Support, Technology for Communication, Improving our Processes, and Lowering the Cost of Education.

## A - Curricular Innovations: Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

**Descriptive Narrative**: ECC's curricula shape each student's classroom experience. As such, we will ensure our academic programs are at the cutting edge of curricular innovations. We will bolster a culture of creativity, ensuring our programs are informed by the latest research, best practices, emerging pedagogies, and career trends. Moreover, innovation often requires new technologies, as well as funding for faculty exploring new approaches and ideas. In the long term, this initiative will lead to greater student engagement, success, and persistence. This aligns with several ECC Strategic Initiatives, especially Strategic Initiative A's emphasis on "effective instructional methods." In addition, the community partnerships and service learning that will result from this initiative support Strategic Initiative D: Community Responsiveness.

**Focus Area:** Teaching and Learning

**Allied Strategic Initiatives:** A -Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness, and F - Modernization

Action Items:
1. Develop and/or expand integrated programs in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (contextualized learning)
2. Promote innovations in the basic skills curricula that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level Math and English
3. Conduct an assessment of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings
4. Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas
5. Develop and promote the adoption and utilization of resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success

6. Facilitate and expand alternative modes of instruction using ECC's learning management system (LMS)

## B - Empowering for Equity: Equip faculty and staff to equitably serve our increasingly diverse student population

**Descriptive Narrative**: Since the revamping of the Student Equity Program (SEP) in 2014, ECC has become more aware of the "equity gaps" experienced by historically underserved student populations on our campus. While we have become increasingly responsive to these students' needs, we hope to scale up and expand our efforts, especially with regards to professional development for faculty. We will ensure faculty are conversant with equity gap data, strategize and coordinate professional development efforts, and encourage faculty to engage in equity-minded inquiry. Ultimately, we want to close the equity gaps at ECC, fulfill Strategic Initiative B in providing "support services to promote and empower student learning, success, and self-advocacy" for all students, and be more mindful of our mission statement's emphasis on serving our "diverse communities."

**Allied Strategic Initiatives:** A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:
1. Regularly disseminate achievement gap data to faculty and staff to facilitate productive discussion of those areas where ECC could better serve targeted student populations
2. Develop an evidence-based and  integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills Initiative (BSI)) and other campus stakeholder groups
3. Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies
4. Offer professional development programs that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices
5. Institutionalize equity practices by regularly scheduling professional development programs that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes
6. Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching
7. Develop an ongoing review process to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines

## C - Funding Technology: Prioritize campus technology needs and ensure a stable and constant source of funding for assessing and updating infrastructure

**Descriptive Narrative**: Up-to-date technology is essential to student matriculation, college communication, classroom instruction, and data collection at ECC. Therefore, addressing our technology needs is vital to the success of the Master Plan. Moreover, maintaining a high-

functioning technology infrastructure is not a one-off expense. Instead, it requires forward-thinking leadership and ongoing funding, especially because technology reaches into every corner of the college experience for both staff and students. This initiative should be supported and sustained through an actionable Facilities Plan, implementation and continuous updating of the Technology Plan, and effective personnel planning. This will all serve to help fulfill Strategic Initiative F, which states that ECC will "[modernize] infrastructure and technological resources to facilitate a positive learning and working environment."

**Allied Strategic Initiatives:** B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness, and F - Modernization

Action Items:
1. Conduct a series of surveys/focus groups among students and faculty/staff to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes
2. Identify and address issues that hinder student support processes
3. Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative
4. Produce written plans for regular replacements and upgrades for classrooms and faculty laptops/computers, which are periodically shared with the departments and college campus via the Academic Technology Committee
5. Develop and adhere to the highest level security protocols to ensure safekeeping of student and college data and information
6. Review technical capabilities in classrooms and CMS to ensure that the infrastructure supports instructional technology initiatives
7. Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule
8. Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use).

## D - Technology for Communication: Utilize various technologies to improve communication and to promote increased completion rates for ECC students

**Descriptive Narrative:** Tracking student progress—and maintaining communication with them about their progress—is essential to students' persistence and completion. Therefore, it is vital we have the technologies necessary to fully support our students, many of whom are "digital natives." However, students in an EMP focus group emphasized how they struggled to access important college information using existing ECC technologies. Initiative D will remedy this problem and ensure communication is intuitive, effective, and relevant for students, while also providing necessary privacy safeguards and technological support. This, like Initiative C, aligns closely with Strategic Initiative F: Modernization.

**Allied Strategic Initiatives:** A - Student Learning, B - Student Success and Support, E - Institutional Effectiveness, and F - Modernization

Action items:
1. Work with local high schools to digitally acquire the paperwork necessary for entering students (currently, many prospective students give up on registration because they receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours)
2. Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options)
3. Improve ease of access to querying data necessary for assessments of various programs, initiatives, services etc.
4. Ensure web/mobile processes are continually evaluated to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices
5. Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert
6. Use technology to more closely track student progress so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors
7. Create or adapt a mobile app for El Camino students that allows them to interact with all college systems in a "mobile-first" environment (including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC)

## E - Comprehensive Student Support: Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

**Descriptive Narrative**: Currently, students receive support from many areas on campus, especially if they belong to one of the many successful programs on campus, such as First Year Experience and Extended Opportunity Programs and Services (EOPS).  However, many entering students do not belong to a program.  One EMP focus group student shared that he was disconnected from ECC during his first year, until he discovered EOPS, which radically transformed his relationship to our campus.  We hope to learn from the success of these programs.  We will structure and expand services so that comprehensive support becomes the normal ECC student experience.  This begins by developing the core services targeted by the Student Success and Support Program (SSSP): orientation, assessment and placement, counseling and education planning, and follow-up services. In addition, "comprehensive" student support means adequate staffing resources throughout the calendar year, sustained support throughout the duration of each student's educational journey, and consistently high quality in the delivery of services. Clearly, this is closely allied with Strategic Initiative B: Student Success and Support.

**Allied Strategic Initiatives:** A - Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness,

Action Items:

1. Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan
2. Expand and/or develop bridge programs to address the student support needs of basic skills students, prior to credit coursework, building on ECC's existing Math and English summer bridge programs, and working in concert with local high schools and Adult Education in order to create a seamless transition into college coursework
3. Evaluate ECC's placement procedures, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into Math and English classes where they will experience the highest levels of success
4. Expand service and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan
5. Transform the current "Information Desk" and create in future Student Services Center a centralized and comprehensive Welcome Center. Welcome Center staff will be broadly knowledgeable and be able to triage and effectively remedy a variety of student needs.
6. Improve service delivery processes to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and triaging student situations as necessary, especially during peak times
7. Revise online orientation so students are exposed to a wide array of services and are more engaged with orientation content. Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college readiness of incoming students (including, but not limited to, common orientation topics). Develop strategies to share this information with students regularly
8. Align service hours to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round
9. Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.)
10. Develop positive messages (e-mails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester
11. Evaluate supports for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually
12. Create opportunities for increased professionalization and training among tutors (in best practices, etc.)

*F - Lowering the Cost of Education: Lower the cost of education for students, including external costs*

**Descriptive Narrative**: ECC will continue to actively explore new ways of guaranteeing students' access to an affordable education so that socio-economic status is not a barrier to each student achieving his or her academic dreams. We will work towards this goal at multiple levels: faculty innovation, community partnerships, and increased investment in existing support programs. This clearly aligns with Strategic Initiative B's emphasis on support services and student success.

**Allied Strategic Initiatives:** A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:
1. Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs
2. Provide expanded scholarships and book vouchers to low-income student population
3. Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources
4. Foster partnerships with local transportation services for reduced bus fares to campus

## G - Evaluation of Student Processes: Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

**Descriptive Narrative**: During an EMP focus group session, students discussed the difficulties they faced in accessing basic campus information, as well as their challenges when utilizing ECC systems (when registering for classes, etc.), especially online systems. It is vital we remedy this immediately, which will affect staffing choices, evaluation measures, and consultation processes. In addition, institutional effectiveness outcomes will be monitored annually. Overall, all areas on campus will develop an ethos of customer services through our increased modernization (Strategic Initiative F) and through our "effective and efficient use of assessment, program review, planning, and resource allocation" (Strategic Initiative E).

**Focus Area(s)**: Institutional Process Improvement; Enrollment Management, Access, Progress & Completion)

Action Items:
1. Assess enrollment processes (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process)
2. Provide positive and clear communications between all parties on multiple platforms (including the ECC website), and have students test the forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated
3. Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students
4. Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs

5. Develop training for staff in service-oriented practices that put the needs of the students first
6. Develop processes to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times
7. Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff (counseling faculty, deans, etc.)

## H - Building Community: Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at ECC

**Descriptive Narrative:** Many students experience community at ECC, particularly in programs designed to help students connect to campus resources, such as Puente and Project Success. However, as with Initiative E, we want to work towards making this the typical student experience at ECC, especially among first generation and historically underrepresented student populations, who are least likely to feel they belong on campus. For example, in a recent survey of students in an SEP-targeted group, one student reported, "I never felt out of place until I attended ECC." To create a more hospitable educational environment at ECC, we will ensure our physical spaces and student programs support a robust vision of inclusion and opportunity for all students.

**Strategic Initiative:** B – Student Success and Support.

Action Items:
1. Foster campus pride through events, activities, and other efforts to engage students
2. Evaluate and respond to the need for new or additional programs that support historically underrepresented student populations, including African American, Latino/a, Asian/Pacific Islander, Foster Youth, LGBTQ, undocumented and disabled students and religious minorities
3. Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently congregate and socialize.
4. Improve dining options, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students
5. Create comfortable waiting areas for students seeking services on campus and/or utilize mobile technology to reduce the need to wait in line
6. Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

## I - Process Improvement: Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

**Descriptive Narrative:** While many areas on campus are effective, at an institution as large as ECC, it is easy for roadblocks to impede efficiency and responsiveness. As such, we wish to

improve all internal college and student processes, and we will work to reduce roadblocks. This will require that staffing choices, evaluation measures, and consultation processes reflect this goal. We feel great urgency in addressing this need, especially when it comes to those processes relevant to campus safety.  In the end, this supports Strategic Initiative E: Institutional Effectiveness, as well as Strategic Initiative C's emphasis on "an effective process of collaboration" and "collegial consultation."

Action Items:
1. Evaluate college processes to ensure they are efficient, effective, and up-to-date
2. Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation
3. Ensure recommendations from internal committees or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes

# APPENDIX: Illustration of Master Planning Themes

**Community**
Supporting ECC's internal and external communities

**Equity**
Ensuring equitable services, learning, and achievement

**Technology**
Facilitating efficiency, effectiveness and service through technology

**Integration**
Processes and college activities are coordinated together and are mutually supportive

**Stewardship**
Maintaining fiscal and institutional soundness

**Initiatives**
Connecting college processes to existing mandates