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

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

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

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



Academic Senate of El Camino College 2019-2020

May 19, 2020

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

Zoom information for Academic Senate Meeting 5/19/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/92282747519>

Or iPhone one-tap (US Toll): +16699006833,92282747519# or +13462487799,92282747519#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 922 8274 7519

As the Zoom format is new for many of us, we ask that everyone please keep in mind the following points of etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, April 7. In the subject line, please put Academic Senate Meeting 5/5 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



Academic Senate of El Camino College 2019-2020

May 19, 2020

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Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Fine Arts

Ali Ahmadpour 21/22
Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin^{*R} 21/22
Darilyn Rowan 21/22

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth^{*R} 19/20
Le Gui 20/21
Ronald Martinez 21/22
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Hong Herrera-Thomas 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 21/22
Colleen McFaul 20/21
Tiffany Lau 20/21

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 19/20
Mia Dobbs 21/22
Shanna Potter 19/20
Anne Valle^{*R} 21/22

Business

Kurt Hull 21/22
Philip Lau^{*R} 21/22
Josh Troesh 21/22

Humanities

Sean Donnell 21/22
Brent Isaacs 21/22
Elayne Kelley 21/22
Pete Marcoux^{*} 21/22
Anna Mavromati 21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization
Jennifer Lopez
President/ Superintendent
Dena Maloney

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 21/22
Rocio Diaz 19/20

Industry & Technology

Charlene Brewer-Smith^R 21/22
Ross Durand^{*} 21/22
Dylan Meek^R 21/22
Renee Newell 21/22
Jack Selph 21/22

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT
Institutional Research
Josh Rosales

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe^{*R} 21/22

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

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

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

ECC (El Camino College) Acronyms

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

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)

- Karl Striepe
 Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Renee Galbavy
 Hong Herrera Thomas
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analu Josephides
 Mary McMillan
 Claudia Striepe

Fine Arts

- Ali Ahmadpour
 Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Sanda Oswald
 Shanna Potter
 Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez
 Izack Saucedo, ASO Representative

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Kristina Martinez, Counseling
 Stefanie Frith, Humanities
 Stephanie Choi, Humanities/The Union
 Chasity Burns, HSA
 Moses Wolfenstein, Distance Education
 Adriana Estrada, CTE

Excused: R. Durand, R. Newell, J. Selph, K. Striepe

ACADEMIC SENATE MINUTES

May 5, 2020

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 Darcie McClelland called the sixth Academic Senate meeting of the spring 2020 semester to order on May 5th at 12:32 p.m.

B. APPROVAL OF MINUTES (p. 6-17)

D. McClelland: See pgs. 6-17 of the packet for minutes from April 21st meeting. P. Marcoux motioned, S. Bray seconded. 18 yes, 0 no, 0 abstentions. Minutes were approved as presented.

Dean's Representative: Kristina Martinez, Associate Dean of Counseling and Student Success

D. McClelland: Welcome Kristina.

K. Martinez: Thank you everyone, hello. My name is Kristina Martinez, I'm the Associate Dean of Counseling and Student Success. I started with the counseling division September 1st of last year, it's been exciting getting through this academic year and learning how to operate in this new remote environment. Prior to that, worked for El Camino College since June 2015 as Associate Director of Financial Aid. Thank you for having me today.

DM: Thank you and welcome.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland: A couple of announcements:

- Please make sure as you are providing feedback that it is being directed at the correct people. Things like screaming at someone from Distance Ed because you are not getting paid a stipend for DE training—I understand that frustration, but if you are going to provide feedback about things like that, provide it to me, or someone from Federation who might be able to negotiate, or to administrators. But our DE people are working very hard for our faculty all the time. They have no control over whether you get paid a stipend for training. We want to take that away from them and direct that where it should be directed, and in a positive way.
- More and more info is coming in on how we are going to be prepping for Summer and Fall. Please be patient with us—it involves administration and Senate and the Federation. Things like stipends are negotiable. Based on what I'm hearing from our administrators, they are planning to use CARES funding for trainings to get classes online for Summer and Fall. I don't have specifics about it at this time, don't email about it now. Be patient, I have been hearing some good news on that front.
- I've gotten a lot of questions about waiving DE training requirement, getting Canvas trained vs full DE trained. It's an ongoing conversation—something I will bring to e-board before our next meeting. We need to consult with experts on this. Please stay tuned and we will get info to you as soon as possible.

b. Chair, Curriculum – Janet Young

J. Young: No report for today.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Three on the agenda so no report.

d. VP Faculty Development – Stacey Allen

S. Allen: Hi everyone. Faculty Development Committee met last Tuesday.

- Spent quite a bit of time looking at survey results from Faculty Development Day. You may remember our theme was harnessing the pillars of wellness, seems fortuitous given situation we are in today.
- One thing that comes up consistently is opportunity faculty have to learn from one another—from presenters and from breakout sessions.
- Overwhelmingly, results were positive. We always get mixed reviews, but overwhelmingly results were positive. The responses were that people were grateful for more inclusive theme, and nice departure to focus on us.
- Also talked about very real possibility that Fall PD day will be offered remotely, and how it would be a great learning opportunity for us to deliver quality online and distance education.
- Focus on pedagogy and bringing in local talent, and equity issues and issues related to access to tech and the internet, and ways to bridge that digital divide.
- We will focus on faculty development needs assessment that was administered by IRP. Received guidance memo from Chancellor's Office, it was nice to see that the direction we are going aligns with direction from CCCO. Memo talks about present needs of faculty shifted dramatically with shift to remote teaching. Flex credit will reflect this.
- In terms of next year, flex requirements will not change from 24 hours. But we should consider how to provide PD virtually, which we are already doing.
- One last thing, will send out email later today that next week on May 15th is last day to submit flex.
- Send me an email with any questions, that's it for now!

e. VP Finance – Josh Troesh

No report.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: Hi everyone, hope you're doing well.

- New online add process coming for summer/fall. Students are going to be adding using Formstack. Be on the lookout if you are teaching this Summer. And for Fall, if you've never taught online the add process is a little bit different
- Getting the word out on how classes will be conducted for summer/fall
 - Online asynchronous
 - Online synchronous
 - Fall-hybrid 2nd 8 weeks? Certified classes?
 - Deans will be reaching out to faculty if haven't done so already, so we can get that into the online schedule of classes

- Need to identify classes with hardware/software requirements, where students went into campus lab to use equipment and software. If we are teaching these and meeting remotely, we need to let students know when they are registering for that class that certain hardware and software is required
- Canvascon 2020 online Oct 15, 2020 – really a great conference.
 - Free to register
 - If you register, they are asking for t-shirt size and address to send them, so you get a free t-shirt
 - I found breakout sessions very helpful, wide variety that are very useful

S. Bray: For synchronous and asynchronous, will that be in PDF schedule? PM: We are trying to figure that out, that has not been determined yet.

g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

K. Degnan: A lot of this a repeat of what we talked about last meeting

- Fall 2019 SLO, PLO assessments are very nearly complete, within normal completion rates. Outliers are being contacted. Please enter what you have so work already done can be included.
- Spring 2020 assessments will only include courses that were fully online at the start of Spring 2020. Assessment mechanisms so far are sound.
- ILO assessment will move forward with aligned, fully online courses.
- Assessment timelines for 2020-2024 are due Friday. Facilitators have the worksheets. Any needed adjustments can be made in fall and each semester.
 - So we can have a timeline for assessment for next 4 years, part of our normal work. Mostly it's the facilitators rolling over established timelines, there will be needed adjustments
- Reminder if you are involved in Program Review, we are pushing back Program Review calendar by one year

F. NEW BUSINESS

d. Resolutions of Appreciation for Distance Education Team-Senate Executive Board

D. McClelland: Going to skip around. One of the parts of my job I love so much is to recognize the phenomenal work that people do in support of us and in support of our students. It is our absolute pleasure to recognize you today. Motioned by A. Ahmadpour, seconded by P. Marcoux. Today we are recognizing Moses, Gema, Pete, and Crystle.

[E-board reads resolution]

All those in favor say aye: sounds unanimous to me. We are absolutely delighted that President Maloney joined our invitation today and she wanted to say a few words to our honorees.

D. Maloney: Thank you, Darcie, so much. This brightened my day to hear you recognize your colleagues in such a clever and yet so authentic way. True leadership is encapsulated in what you said about Pete, Crystle, Gema, and Moses. The thing that I kept picking up is calm demeanor, which is so important. And going above and beyond and helping their colleagues get through this crisis we are facing and do so in a way that is so helpful for all of the faculty. I appreciate so much this dream team we have in Distance Education. Crystle, thank you. Gema, thank you so much for all you are doing. Moses, I'm so glad you are part of our team. I also want to thank Pete, thank you so much. You are so busy, yet always willing to help whether making decisions guide and our technology. Congratulations on this resolution, it's so well deserved, and so proud of all of you.

D. McClelland: Don't have framed resolutions for you today, but Dr. Shankweiler has graciously offered to provide funding so we will be providing them when we see you in person.

J. Shankweiler: I can't say enough, I wanted to contribute to the resolution but I am not nearly as clever and eloquent as those who put it together. My sincerest thanks to you as well. You are holding us together, thank you so much. Having leaders from our Senate help other faculty, I appreciate you.

A. Ahmadpour: possibility of adding more to this team?

D. Maloney: Of course, that's a function of prioritization process. In terms of instructional design position, we have revised that position to make it clear. We hope we can get to, it's so much needed in terms of that resource inside our college.

AA: Could you use your authority based on this special condition to add 2-3 more people to this team?

D. Maloney: I'm very judicious on how I use that, so I will have to defer on that one right now.

D. McClelland: Thanks to the e-board for putting together. Thank you to everyone who chipped in and helped out. We will go back to our regular agenda and continue with reports.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- Commencement: we knew it was going to be virtual, but then found out that faculty members that were required to attend can attend virtually. Should have received an email from my office forwarded from deans.
 - Picture with message to graduates
 - Should be getting info from company called Marching Orders, where you can create your slide and put your photo
 - There are some people that volunteered to participate and they will be able to do that as well
- Summer and fall scheduling
 - We were hoping to be back from summer and fall and that doesn't seem to be the case
 - Summer fully online, ready for registration on May 12th
 - Fall scheduling- start off online
 - Those that are at risk
 - Look at courses that can transition in the middle of the semester
 - This is where convo about synchronous or asynchronous comes in.
 - If students need to meet with you, students need to know
 - MarCom is going to print or publish just the beginning of PDF schedule of classes and we will direct students to searchable schedule or Schedule Builder. Encourage them to look at the notes
 - We are going to try to eliminate location
 - Need to figure out ways to social distance and start with very small number of classes at the beginning of the semester
 - We need to be nimble and if second wave of classes, will need to retreat online if we need to

S. Bray: The potentiality of going hybrid for Fall can be really confusing for students. In counseling appointments, as we express what will happen, students are asking if class will be online/hybrid, worries from students and parents about coming back in person. JS: That hybrid option—if they are not comfortable coming back, the ones with days and times, they would have to come back if we transition

A. Ahmadpour: Do we have to ask teacher how they want to handle synchronous or asynchronous course? Students need to know what exactly faculty is handling their distance education courses. D. McClelland: We are already doing that, it has already gone out in my division. You should hear back from your dean.

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro: First of, also offer congratulations to distance education dream team. We appreciate your support

- CARES Act criteria was voted on and approved by district
 - Completed a FAFSA application
 - Fulfilled any additional documentation requests for FA eligibility
 - Meeting SAP standards
 - Enrolled in 3 or more units
 - Having financial need
 - This is already started to get processed and will be distributed next week
- Virtual commencement
 - 70% of faculty have already turned in their forms to participate
 - Another group of volunteers have turned in forms to participate
- Food pantry: there's been various articles even by student newspaper, it served over 400 cars last week. Today and tomorrow open from 11-2. Expecting a large number of students.
- Thanks to Math and Student Equity and Achievement who got together to distribute hundreds of laptops for students. So proud of ECC for supporting students in so many different ways

A. Ahmadpour: is there more need to support students in terms of money? RM: Yes, there is. College plans to do another disbursement in Fall because those same students to transition from Spring to Fall are going to need more support. Recommendations from experts is that COVID 19 will have resurgence in Fall

AA: Can I propose for teachers to give money? RM: We have an account in the Foundation and would love for everyone to donate to the account. We had County Supervisor donate \$5,000 and various local citizens donating \$2,000 each. You can do this through Payroll deduction, I will forward the form to Darcie to distribute to Academic Senate membership.

D. McClelland: You can also do one-time donation to the Foundation, you can designate it to the emergency fund, or any particular cause you want to support. It is also giving Tuesday, today would be a great day to donate.

Question from Seranda: Are there still more laptops that are going to be provided or is that done now? RM: We just put in a requisition for 60 more laptops that will be distributed to EOPS and foster youth students. We are right now trying to do a survey and we know in Fall 2020 a lot of the new students will be coming to ECC without access to a computer

AA: The money that is used on Flex Day during the fall, do you think we can put that money for one time for the students? I am proposing, recommending that.

D. McClelland: President Maloney just let us know that the Foundation has so far raised \$70,000.

D. Maloney: They continue to get donations. The largest single one was \$20,000 from a local company. They continue to get donations and so far they've helped over 200 students and average award is about \$225 which the students can use for any purpose and need they have

RM: The Student Equity and Achievement Program with all the funds not used for meetings and events redirected to money for students. As you know federal CARES Act doesn't support certain populations of students, one being

undocumented students and another being formerly incarcerated students and those students need support, too, and we can use the state money to support those students through direct aid.

D. Maloney: One other quick comment regarding the question about laptops for students. The CARES Act prohibits us from purchasing laptops with CARE act money and distributing them to students. These have to be direct cash awards to students. So the funds that go to students out of CARES act, they can use it to purchase a computer or use it on whatever needs they may have. We can't purchase computers and hand it to them through CARES Act Funding.

D. McClelland: Thank you to everyone helping out with these efforts.

c. Online and Digital Education Committee-Mary McMillan

M. McMillan: no update

E. UNFINISHED BUSINESS:

a. AP 5203, Lactation Accommodations, 2nd Reading and vote-Darcie McClelland

D. McClelland: Will be voting on this today. Motioned by L. Kjeseth, seconded by A. Josephides. Any questions, comments, or suggested changes? Reminder that last time we made the change to add in the sentence that it is the student's responsibility to communicate with the faculty member requiring lactation accommodations needed. So we did make that clear. I am seeing no questions or comments, let's go ahead and vote.

Suggestion from C. McFaul on change for clarity.

Votes: 31 yes, 0 no, 0 abstentions. Approved, sending to College Council for review, then will go to Board.

F. NEW BUSINESS:

a. Resolution in support of using ECC version of Canvas for online course delivery-Moses Wolfenstein

D. McClelland: Some people using non-ECC version of Canvas.

M. Wolfenstein: It is less of an issue than it was previously, and the language that Online and Digital Education has been moderately changed in light of where we are now. We have faculty using different version of Canvas. Not about using your own website or anything like that, it's about using any other LMS other than ECC Canvas.

D. McClelland: the way this document got sent was a little weird so I had trouble with editing. Edit to this in the last resolve from what was in your packet. We realized legally what was required so we changed it from AS strongly recommends to requires. Questions, comments?

A. Ahmadpour: Do we have any other choices?

DM: Apparently people found other choices. This is something that will affect the majority of faculty. Most of us are already using ECC version of Canvas, but something very important to be compliant with the law.

P. Marcoux: Will we vote to approve this next meeting? DM: Yes.

L. Kjeseth: Math faculty use publisher created shells and they do all the work. Many faculty who are resistant to it because publishers like Pearson don't link up with Canvas well. Speaking from personal experience, it is not easy to go back and forth from Canvas and these shells. For people teaching on campus, it doesn't make a lot of sense to require an additional shell and additional work going back between these two systems.

PM: What's going to happen is we are going to move quickly to submitting our grades through Canvas and that is going to force them to do that. Canvas will become the MyECC. There are benefits to faculty using Canvas, Gradebook being one of them and consistency being another.

LK: Gradebook is one of the worst, that one I won't buy. It's horrible to use, it's the only feature of Canvas that I won't use. We have to have a real discussion about that. Real problems with that move that will have to be explored.

MW: We definitely need to talk about this offline because I want to know more specific concerns with Canvas Gradebook and see if there are viable workarounds.

A. Ahmadpour: If teacher doesn't use this particular version, do they take responsibility for the security and safety of their students?

PM: That's part of the issue, a lot of the things aren't FERPA compliant

MW: That's in fact the core of this issue. One of the reasons why we put this resolution starting back in January. If you're out there using your own instance of Moodle or the other version of Canvas, faculty have in the past used to run their live classes and it is creating huge FERPA risk.

C. McFaul: Does this apply to people who use Blackboard? DM: Yes, they would have to switch to ECC version of Canvas. Just to be clear, we are not saying that everybody at ECC needs to use Canvas for your class. If you are going to use and LMS, you cannot use Moodle or Blackboard or some other version of Canvas, you need to use ours. Now, things like Pearson or Cengage Learning tools, that's not an LMS, so people should be okay with those kinds of things, but not be using another learning management system. Grading is larger conversation for another time

C. Striepe (chat): I would suggest breaking off after remote courses.. and then go on to Be it further resolved, otherwise it is repetitive.

DM: My only concern is that second resolve only deals with distance education, but we will look at way to clean up the language and make it smoother so it doesn't sound repetitive. We will bring back for second vote next time and I will look at making it a little bit clearer.

A. Ahmadpour: in terms of grading, we should consult with Admissions office, right?

DM: If you have questions about submitting grades, yes, that would be Admissions.

b. 2019-2022 Distance Education Plan-Moses Wolfenstein and Crystal Martin

M. Wolfenstein: This document started with Online and Digital Education when it was still Distance Education. Has since been through multiple editing, been through Online Digital Education Advisory Committee, Academic Tech, reviewed by Campus Technology. This body is the next step. This is the supporting document to strategic plan that is specifically in support of developing distance education along same timeline.

- Draw attention to goals section of the plan. It's worth noting that there is a larger table/spreadsheet that represents more content
- Silver lining with COVID-19 is that we have met or exceeded some of these goals ahead of schedule

A. Ahmadpour: Are we going to assess the effectiveness of Distance Education? Based on student survey, fix some problems. MW: There has already been a survey conducted by IRP, just received from Crystle today. Not necessarily targeting instructional effectiveness. We know there is an exit survey that has already been done.

C. Striepe: Is there a timeline attached to any of the goals? MW: Yes, everything aligned with comprehensive plan with campus, so 2022.

M. McMillan (chat): Program Review was also recently conducted I believe, with results going into the development of the plan. This was pre-COVID response of course.

P. Marcoux (chat): IR is doing a technology survey soon. At least they were working on it before COVID.

DM: We will bring this back for second reading next time, please look it through, share with colleagues, and bring feedback. We are going to skip ahead to Adriana because COVID has made us shuffle around presentation two or three times. Welcome, Adriana.

G. INFORMATION ITEMS – DISCUSSION

a. Career and Technical Education-Adriana Estrada

A. Estrada: Thank you, Darcie. It's teacher appreciation week, at least in K-12 world. I definitely appreciate all that you do and it's been an interesting experience for me homeschooling my kids and learning various technologies and platforms

- I was brought on 2 years ago now through Strong Workforce funding. Intended to grow career education at college level
- Purpose of SW is better CTE. We are now referring to CTE as Career Education, also encompasses adult learners as well. Today, addressing as Career and Adult Education
- Understanding various academic needs working with Dr. Shankweiler, Ross Miyashiro, addressing counseling needs, etc
- We have large pop of students who isn't interested in 4 year degree at the moment. Looking for certificate that will provide them opportunity to enter middle wage-high earning jobs.
- I have been hiring individuals to assist with growth
- We have Collen Maldonado, our Career Ed HS Pathway Coordinator. Has done great work helping us connect at HS level and areas of construction, auto, cd dev, and cloud computing
- Have seen great interest in K-12 in partnering with us and build bridges to complete certificate at ECC
- Adrian Delgado- job developer to grow job placement resources. We have coined term Warrior Jobs and created website to gain information about job placement services we are providing.
- Last April, had first big hiring event. Had about 70 employers actively looking to place students in different job opportunities
- We are looking to keep finger on the pulse, provided resources on unemployment on Warrior Jobs website
- Identifying opportunities, areas and industries that are looking to hire as we bounce back from pandemic
- We have been assigned a space in Communications building. Hopefully once we return, we will be able to move in Foundation office. Identify as a space where they can come in and meet with Career Advisor.
- Hoping to partner with all of you on virtual reality career exploration project
 - We will have some for faculty to check out and explore
 - Use virtual reality to explore different paths
- Invite you to connect with us. If you have an idea, or are interested in funding, I assist with allocation of strong workforce funds.
- Here to help career education students have access to resources to help them in their journey to achieving certificates and finding employment in the community

D. McClelland: Thank you, look forward to working with you in the future.

c. BP/AP 4025, Philosophy for Associate Degree and General Education 1st Reading-Darcie McClelland

D. McClelland: Revision to an existing policy. It goes through our philosophy for awarding an associate degree and GE requirements.

- Few grammatical changes in 4th paragraph and addition of sentence
- Something we need to have updated to prepare for accreditation

Encourage you to take a look and send any comments or questions in an email and we will bring back for second reading.

Now we will move on to AP, which has more substantial change. No questions or comments, again look it over and consult with your colleagues and bring them to me. Will bring for second vote next time.

H. FUTURE AGENDA ITEMS:

- a. Low Cost Course Designation
- b. Non-credit Liaison Position
- c. BP/AP 4110, Honorary Degrees

I. PUBLIC COMMENT

S. Bray: Just wanted to express—there was a student I met with who asked about parking refunds. I know our college hasn't made a decision about parking refunds, but know that students are struggling and not every student is going to get CARES act funding and those are the students who are going to slip through the cracks.

J. Troesh: PBC talked about that in our last meeting, and that is moving forward. The problem is that it's not as simple as pushing a button to send refunds out, and accounting division doesn't have capacity. It's going to take longer than people might expect.

J. Shankweiler: MarCom is working on an announcement that should come out this week about parking refunds. Just takes a while because we have antiquated systems with collecting fees.

C. McFaul: Recording of Zoom sessions—are there any privacy issues that come up with recordings of Zoom sessions?

D. McClelland: That's a good question. Josh is reminding us that it is announced that it is being recorded. So we are legally covered because it was announced.

P. Marcoux: If we are posting link inside Canvas, we are fine because of limited access to only students in the class.

CM: Can students share the link with others? PM: That is out of our control

DM: No different than when students record lectures in my class. I'm trusting them not to share it, once it's in their hands, not a whole lot we can do about that.

MW: This is the reason you should be using ConferZoom or Webex integration or Microsoft Teams also now available. If you use integrations, it is the most possible protection of that recording. It is available through an embedded link inside of Canvas. In essence, for student then to share that video, they would also be violating their agreement by sharing their password to get into Canvas because link won't work if shared externally

Announcement from Stephanie Frith: The Union has a newsletter now that the students are no longer printing the paper. Please subscribe and support their (home)work!

<https://theunion.substack.com/p/graduation-goes-virtual-parking-permit?token=eyJ1c2VyX2lkIjo5MDI1MjIwLCJwb3N0X2lkIjo0MjU4MjcsIl8iOiJpOVRpbilslmIhdCI6MTU4ODcxMjIxMCwiZXhwIjoxNTg4NzE1ODEwLCJpc3MiOiJwdWltMzYyOTkiLCJzdWliOiJwb3N0LXJlYWN0aW9uIn0.omuTXgAHLbyz1zjegoF1eaNs9p1Q4I8tp7dF4AFhAo>

DM: Will senate be voting on block scheduling? J. Shankweiler: I don't know, we will bring it back for more discussion at very least.

A. Ahmadpour: Question regarding international students. Some are going back to their countries. Why are they paying for their insurance if they are not here?

DM: No idea, that is not Senate purview. Would have to find out about that.

Motion to adjourn by A. Ahmadpour, seconded by R. McMillin.

J. ADJOURN

The meeting adjourned at 2:00 pm

RD/ECC Spring 2020



El Camino College

College Council Minutes

Monday, April 20, 2020

1:30 – 2:30 p.m. Via Zoom

Attendance

Edith Gutierrez, Kelsey Iino, Urwa Kainat, Rose Mahowald, Dena Maloney, Darcie McClelland, Debbie Turano

Absent

Kenny Galan

Support

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler

Guests

Michelle Arthur, Amy Budzicz, Brigette Carballo, Lyn Clemons, D. Daniel, Lorena Garcia, Harold Hofmann, Coleen Maldonado, Crystle Martin, Gary Medina, Karen Preciado, Collen Preston, Julie Soden, Sharilyn Thomas, Sal Valencia

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants

After review, the minutes from the April 6, 2020 meeting were approved.

2. Board Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 outbreak, the District will conduct the Board of Trustees meetings as teleconferences – audio only. We will have two email addresses for public comment. One for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

A comprehensive overview of the April 20, 2020 [Board agenda](#) was provided including, Consent Calendar items, Action items, Future Action Items/General Information and Policies and Procedures. It was noted there would be no presentations.

The Vice Presidents highlighted agenda items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs
Ross Miyashiro - Student Services
Iris Ingram – Administrative Services and Measure E
Jane Miyashiro - Human Resources

Dena Maloney highlighted Community Advancement and President/Board agenda items.

3. Campus Reorganization Recommendation

Jean Shankweiler provided a [handout](#) expanding the overview on the reorganization/redesign of meta majors as a result of Guided Pathways. In addition to the information presented at the April 6, 2020

meeting, the handout included background on the process of determining the reorganization and detailed the suggested changes. It was restated, the discussions from the last meeting and today, fulfill College Council's goal to "Consult collegially on the organizational structure needed to support Guided Pathways at El Camino College".

A vote of approval from College Council is not necessary. However, College Council is in full support of the reorganization. This plan will be presented to the Board as an information item at the May 18 Board meeting.

4. Update: Making Decisions Guide and Discussion

Dena Maloney provided an update on the *Making Decisions Guide*. The draft is completed and received a first reading by Academic Senate on April 7. The second reading is scheduled for tomorrow, April 21. ASO will review the draft April 23. Facilities Steering committee will review the draft on May 4. PBC will review it on April 20. College Council is scheduled to review and discuss the draft on May 4 and May 18. The Technology Committee is reviewing the draft tomorrow, April 21. The *Guide* will go before the Board on June 15 for a first reading and July 20 for the second reading. Once approved by the Board, the *Making Decisions Guide 2020-2025* will be published. A separate Planning guide is in development and will go through collegial consultation in the near future.

Sincere appreciation is extended to the members of the taskforce that worked on the draft. The group represented a broad cross-section of people - Academic Senate, represented by Darcie McClelland; Classified employees, represented by Cindy Lopez, then Roy Dietz; Breeanna Bond, Dr. Shankweiler, Pete Marcoux, and Carolee Vakil-Jessop were all involved with the development of the *Making Decisions Guide*.

The new version is an improvement over the prior *Guide*, including updated committee names, a clear understanding of their functions and more streamlined lined information. Feedback from the consultation process will be considered and updated to the draft before we take it to the Board.

The project has come to fruition and College Council has fulfilled our goal to *Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.*

College Council will conduct two readings of the *Guide*. The first reading will be on May 4 and the second reading will be on May 18.

5. Resolution in Support of Increasing Faculty Diversification

Dena Maloney presented College Council's [Resolution](#) in Support of Increasing Faculty Diversification for a second review. The first review was conducted at the April 6 meeting. One change was made during that discussion. We changed *culturally responsive teaching* to *culturally responsive practices*. The floor was opened for further comments and feedback. It was reiterated, the resolution from College Council, addresses an important institutional commitment and supports the Academic Senate in its resolution. The resolution is critical and makes a clear commitment to the diversification of our faculty. It is recommended College Council approve this resolution.

The resolution is passed unanimously by College Council. This will be brought to the Board for adoption at the same time as the Senate's resolution, signifying the importance we collectively hold on the priority of faculty diversity and hiring.

6. Non –Agenda Item: CARES Act

Dena Maloney provided an overview of the CARES Act announcement. The CARES Act is one of the stimulus/recovery bills that was passed by Congress and signed by the President, in response to the COVID-19 crisis. The CARES Act, includes but is not limited to, support for small businesses, hospitals and institutions of higher education. The Chancellor's Office has sent out a memo authorizing the allocation amounts across the Community College districts. The allocations are based on FTES and Pell Grant recipients. El Camino College has been allocated \$11.6M. The funding is intended for two different purposes.

Direct Student Aid: \$5.8M is dedicated to support students during the COVID-19 crisis. There is some question if aid is in the form of grant money or support for the purchase of laptops, food and/or other supplies. We are waiting for guidance. In the mean time, we are working on a plan to distribute aid based on financial need. Funding will be issued through the Financial Aid Office.

Unfortunately, the financial aid is federally funded and cannot be used for undocumented students. The El Camino Foundation has ongoing fundraising that can be used to address some of the needs for undocumented students.

The remaining half of the CARES Act funding is for institutional impact. The funds can be used to cover documented costs incurred by the district due to COVID-19. Again, we are waiting for specific guidelines.

Appreciation is extended to Financial Aid for their work on determining how we can support students with this funding. It may appear we have ample resources however, when you divide the funds among the number of student we have, it does not amount to much. We are grateful for the funding under the Federal CARES Act. It allows us to provide help to our students.

We have to consider the current needs of students during this term as well as next fall. Students entering in the fall will need support. This funding has to reach students across multiple terms. We are working on a plan and discussions are in progress. We do not expect the economy to recover in a matter of months.

There does not appear to be a lot of communication among the different campus groups regarding the CARES Act as there are many unknown factors in terms of how we need to distribute funding. We are encouraged to focus on the neediest students first. Another goal is to retain students that may leave higher education due to the impact of COVID-19. Many students are losing jobs. Students tend to be employed in industries/sectors that are shedding jobs during this crisis – food and retail.

EOPS received emergency guidance and will be reallocating funds to their budget. An initial \$240,000 for EOPS participants has been received. This is in addition to what participants may be eligible for from the CARES Act. The grant award for EOPS participants is \$170 per student. Single parents, receiving public assistance, may have the opportunity for an additional \$500. The most vulnerable student populations are most likely not to recover and not able to stay in school. The challenge is how to leverage the augmented resources to support our vulnerable student populations. Guidance from the Chancellor's Office provides more flexibility for the distribution of this money to address the immediate needs of these students.

7. Adjournment

Meeting adjourned

2019 - 20 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support Guided Pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience
 - Sustainability plan progress
 - Climate Survey plan progress
 - 2020-23 Strategic Plan and new institutional planning model

Future Meeting Dates: 1:30 p.m. Library 202 D. Maloney Reminder only

Winter/Spring Council Meetings

- Monday, May 4, 2020
- Monday, May 18, 2020 (Board Day)
- Monday, June 1, 2020

Summer/Fall College Council Meetings

- Monday, June 15, 2020 (Board Day)
- Monday July 13, 2020 (Board Day)
- Monday, August 17, 2020 (Board Day)
- Tuesday, September 8, 2020 (Board Day)
- Monday, September 21, 2020
- Monday, October 5, 2020
- Monday, October 19, 2020 (Board Day)
- Monday, November 2, 2020
- Monday, November 16, 2020 (Board Day)
- Monday, December 7, 2020
- Monday, December 21, 2020 (Board Day)

Faculty Development Committee Meeting

Minutes for Tuesday, May 12, 2020

1:00-1:50 pm via Zoom

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
X	Amy Herrschaft	(AH)	Counseling
X	Amy Himsel	(AJH)	Behavioral & Social Sciences
X	Analu Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

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

Fall 2019 Meetings: September 10 & 24, October 8 & 22, November 12 & 26

Spring 2020 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

Chancellor's Office Guidance Memorandum: The committee reviewed the CO memo regarding the flexible calendar program and the impact of the COVID-19 pandemic on pressing professional development (PD) needs of faculty who were forced to quickly transition from face-to-face to remote instruction during the spring 2020 semester. In recognizing and supporting the critical need for ongoing PD in response to COVID-19, colleges are encouraged to conduct a comprehensive evaluation of upcoming academic year PD activities and institute contingency plans for carrying out PD offerings virtually.

Faculty Professional Development Needs Assessment: The committee reviewed results of the assessment conducted by IRP during the fall 2019 semester, noting that needs have likely shifted for many faculty who were ill-prepared to quickly transition from face-to-face to remote instruction during the spring semester.

Of the 139 who responded to the survey, sixty-nine percent are full-time faculty. The majority of those who responded are instructional faculty (82%) from Humanities (27%), followed by Behavioral & Social Sciences (20%) and Natural Sciences (13 %). Four targeted areas of need were assessed: pedagogy, technology, Canvas, and wellness.

In terms of pedagogy, faculty identified the need for more training in culturally-responsive teaching and responding to students in crisis. Qualitatively it was noted that faculty need more professional development learning opportunities focused on working with students with disabilities, referring students to campus resources, and developing more equitable practices in and out of the classroom.

The assessment revealed a strong interest in learning more about the use of Google products and Open Education Resources (OER). Faculty expressed a desire for training in ECC Connect and using Qualtrics for course evaluation.

When asked about tools in Canvas they would most like to learn about, faculty are particularly interested in learning about external apps, the gradebook, and creating assignments. The need for training related to making videos, recording lectures, and storing links was noted in the qualitative responses. Additionally, collaboration with Student Services and training for counselors' use of Canvas was also noted.

Stress reduction, financial well-being, and self-care were identified as areas of wellness with the greatest interest/need.

Wellness Webinars: SA shared the new Warrior Wellness website with the committee and announced a series of upcoming wellness webinars, including a series cosponsored with Professional Development & Learning which will coincide with Classified Staff Appreciation Week and another with Kaiser Permanente. Webinars are flex eligible; recordings of the webinars will be available for faculty who are unable to attend the live sessions. Topics to be covered in the various webinars include: Coping with COVID-19; intergenerational caregiving, parenting during the pandemic, self-care, stress management, nutrition, and exercise.

Fall 2020 Professional Development Day (August 20, 2020): SA announced that Dr. Shankweiler recommended planning for a virtual PD Day considering there will still be restrictions on large gatherings even if shelter policies loosen in the coming months. Given that remote instruction will continue through the fall semester, the FDC discussed the critical need to focus Fall PD Day on best practices for online instruction. Since preparations for fall instruction take place long before the start of the semester, consensus among committee members is that an alternative format for PD Day should be considered. The committee expressed a keen interest in offering virtual breakout sessions spread out over July and August, rather than waiting to offer them on PD Day (Aug. 20th). Sessions that are especially needed at this time include Canvas training and presentations by faculty who have developed best practices they can share with others. The need for asynchronous PD offerings was also discussed.

SA explained that because Article 8, Section 21 (b) of the faculty contract states, "The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members", she will reach out to the Federation for guidance on the proposed plans to alter PD Day.

Adjourned 1:55

SA/5.15.20

Resolution in Support of Faculty Usage of ECC Version of Canvas for Online/Remote Instruction

Whereas El Camino College provides a Learning Management System (LMS) for the support of face-to-face courses and the delivery of hybrid and online courses;

Whereas use of the official El Camino College LMS (e.g. Canvas) is required for online and hybrid courses in order to comply with requirements for authenticating student identification as outlined in AP 4050;

Whereas all student records including those in the LMS must be safeguarded in a manner that complies with the Family Education Rights & Privacy Act (FERPA);

Whereas the El Camino College Online & Digital Education Office can only offer support to students and faculty who are using the official campus version of the LMS;

Whereas in the event of any circumstance that requires the use of the LMS to support instructional continuity for one or more students, it is essential that the Online and Digital Education Office be capable of offering remote support to both faculty and students;

Whereas El Camino College cannot access records on an LMS hosted by another public or private entity to resolve any issues that might arise through student:student or faculty:student interaction without issuance of a subpoena;

Resolved, that the Academic Senate of El Camino College recommends that all El Camino College faculty use an LMS to support or deliver materials and/or instruction in on-campus, online, hybrid, or remote courses and, in doing so, use the LMS provided by the college and;

Be it further resolved that in accordance with the College Curriculum Committee distance education addendum, faculty are required to use the college approved learning management system for all distance education courses.



Distance Education Plan 2019 –2022

Department of Online and Digital Education
distanceed@elcamino.edu

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Executive Summary

This plan was created as a road map for strategic growth of online courses, programs, faculty development, and student services using an equity lens at El Camino College. It integrates with the Educational Master Plan and the Technology Master Plan of 2019 – 2022.

The workgroup creating the plan found that, while integrating fully with the College’s mission, the Department of Online and Digital Education¹ has a distinct mission to provide online students with high-quality, equitable education, and support services. An essential part of this mission is faculty development, so instructors are equipped with the knowledge and tools they need to deliver high-quality, accessible courses online.

Recent statewide initiatives—including adoption of the Canvas LMS and the Online Education Initiative (OEI)—along with enrollment trends, reflect a strong demand for online classes.

Thus, El Camino College Department of Online and Digital Education needs to plan for growth to support the increasing number of distance education courses. This will serve as the first strategic plan, which includes the College’s overall enrollment management plan and part of the accreditation self-study.

Student success rates in fully-online courses have historically been lower than in traditional courses; however, there is a trend toward convergence in success rates. Student access to online education is wide open, as long as technology thresholds are met. Ensuring students are prepared to learn in the online environment remains a challenge. In order to address equity issues in distance education², this plan outlines an approach for ensuring students understand the requirements in online courses, and the strategies they can use to overcome potential barriers to their success.

The goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality, equity, and service to students. To this end, the plan offers five initiatives/improvement plans:

- A. Development of processes and infrastructure to ensure equity and quality
- B. Expand online opportunities
- C. High quality instructional program
- D. Improved online course experience for all students
- E. Comprehensive academic and support services

¹ Formerly Distance Education Department

² Distance education encompasses asynchronous or synchronous fully-online and hybrid courses.

Implementing these initiatives successfully will entail organizational change, better faculty development, and centralization of access to student services.

Purpose and Alignment with ECC Mission

The Distance Education Plan is a strategic plan for the growth and improvement of fully-online and hybrid courses and program offerings at El Camino College. The plan creates a roadmap to address the needs of distance education endeavors. It integrates with the Educational Master Plan and Technology Plan of 2019 – 2022.

The Distance Education Plan was developed by a workgroup originally convened in Fall 2016, which conducted internal and external analyses of the distance education landscape. It was updated by a newly assembled workgroup in 2019, before being sent through collegial consultation. Based on these and other analyses, it proposed initiatives and improvement plans for the College to achieve within the next three years. Membership of this workgroups, the list of reviewers, and consultation on the plan are provided in Appendix A.

El Camino College Mission and Vision

The El Camino College Mission is the foundation for all planning at the College. The Vision establishes a roadmap for institutional improvement. Together, they guide the development and implementation of the Department of Online and Digital Education mission and vision.

El Camino College Mission

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

El Camino College Vision

El Camino will be the College of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

El Camino College Values

People - We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect - We work in a spirit of civility, cooperation, and collaboration.

Integrity - We act ethically and honestly toward our students, colleagues, and community.

Diversity - We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence - We deliver quality, innovation, and excellence in all we do.

Online and Digital Education Mission and Vision

Department of Online and Digital Education mission and vision, based on the College mission and vision, guide the overall development of the Distance Education Plan. They also promote the

implementation of best practices in the field of distance education through quality course design and online pedagogy.

Online and Digital Education Mission

The Department of Online and Digital Education at El Camino College is committed to utilizing sustainable and current technologies and methodologies to provide equitable, fully accessible, affordable, and effective online instruction that promotes student learning and success.

Online and Digital Education Vision

The Department of Online and Digital Education at El Camino College will be a premier provider of equitable, high-quality online courses, degrees, and certificates in a manner that is consistent with the College's overall vision and the standards set by California Community College State Chancellor's Office's California Virtual Campus-Online Education Initiative. In this manner the program works to transform and enrich our students' lives and strengthen our community.

Distance Education at El Camino College

Distance education is one of the means through which the College assists students in accomplishing their learning goals. Online education opportunities have been offered at El Camino College since 1995.

The Department of Online and Digital Education has experienced numerous transitions during its history, including program enrollment fluctuations and shifts in delivery methods (e.g., tele-courses, hybrids, fully online). Historically, online courses at ECC included an on-campus component. Now, however, section offerings are taken remotely without visiting campus. This change allowed for expansion of the distance education courses beyond the South Bay service area.

Service Area Outcomes

Online and Digital Education has two Service Area Outcomes that have been approved by the Distance Education Advisory Committee:

- Faculty teaching distance education classes at ECC will design courses according to the OEI Course Design Rubric.
- Online and Digital Education will support the expansion of online courses at ECC.
- Online and Digital Education will provide faculty with professional development that supports student success and equity.

Online and Digital Education Administrative Structure & Staff

The Department of Online and Digital Education at El Camino College is led by a Distance Education Faculty Coordinator, under the oversight of the Director of Library & Learning

Resources who reports to the Vice President, Academic Affairs. Day-to-day support operations are conducted by the Learning Management Systems Specialist. In 2017 the long-time Distance Education Faculty Coordinator retired, and the position was filled by Interim Distance Education Faculty Coordinators until July 2019, when a new full-time 12-month Distance Education Faculty Coordinator was hired. In the two-year transition period of 2017-2019, Media Services was separated from Distance Education so that the Distance Education Faculty Coordinator could focus all efforts on all aspects of online and digital education, including distance education.

The Department of Online and Digital Education

The Department of Online and Digital Education (ODE) is the point of contact for faculty, students, and staff in providing comprehensive support to assure effective implementation of learning technologies, technical, administrative, and software support. The ODE is staffed by one classified staff member. In Fall 2018, the staff member was reclassified from Instructional Media Coordinator: Distance Education to Learning Management Systems Specialist to more accurately reflect the current duties of the position. This position supports students and faculty with technical assistance via phone, email, and chat; troubleshoots their learning management system access issues; works with the Information Technology Services (ITS) Division on systems implementation; and addresses other needs in relationship to online and digital education. ODE also supports the Distance Education Advisory Committee, policy enforcement, and other administrative functions relating to educational technology and the campus community.

Online and Digital Education Technology and Software

The Department of Online and Digital Education collaborates with ITS to provide access to the Learning Management System, Canvas. Within Canvas, the office provides access to a plugin that allows for easy date changing; an online plagiarism software; an online platform to connect with Counselors; online tutoring; a course evaluation tool; and an interactive video service platform. ODE is also implementing the Student Readiness module provided by OEI to support students in determining their level of preparedness for an online class.³ The office also supports connection of Software as a Service (SaaS), video conferencing (e.g., WebEx, ConferZoom), products purchased by the campus (e.g. Microsoft Office 365) or by specific academic divisions and departments (e.g. publisher materials) that connect to Canvas through the Learning Tools Interoperability (LTI) standard in order to safely and securely transmit student records between different tools and the Canvas LMS.

Online and Digital Education Advisory Committee (ODEAC)

The Online and Digital Education Advisory Committee (ODEAC), formerly named Distance Education Advisory Committee (DEAC), was adopted as a subcommittee of the Academic Senate in 2017 to foster closer ties with the faculty and to be more responsive to their needs. Previous

³ A full list of the Software that ODE offers is available on the [Online Resources](#) page.

to 2017, the previously named, DEAC was a campus advisory committee. ODEAC is comprised of faculty representatives from Academic Divisions and Counseling, administrators, and staff that meet regularly to advise, recommend, discuss, and evaluate educational technology, policy on use of educational technology, and educational technology needs and ideas that directly effect and support distance education at El Camino. The work of the committee provides direction to faculty in designing courses to be taught in online or hybrid modalities. ODEAC is led by the Distance Education Faculty Coordinator, who sets the agenda, and works with the Educational Policies Committee and Academic Senate, the Director of the Library & Learning Resources, academic division deans, and the Vice President of Academic Affairs to make sure that all policies are vetted via the collegial consultation process. ODEAC has an Academic Senate liaison who transmits priorities and concerns between the Academic Senate and ODEAC. ODEAC and the Department of Online and Digital Education through this partnership receive feedback and support from the Academic Senate on certification training for teachers preparing to teach online, and methods for evaluating online and hybrid courses.

The Online and Digital Education Advisory Committee (ODEAC) proposes policies related to online and digital education, such as: regular and substantive interaction, accessibility, federal, state, and accreditation standards, enrollment and student performance tracking, faculty feedback surveys, student satisfaction surveys, and effective instruction. Recommendations from ODEAC are presented to the Academic Senate.

Campus Leadership and Governance

Online and digital education concerns, including distance education, are addressed in a variety of ways. The aforementioned ODEAC, and the College Technology Committee, which has representation from across the campus community, discusses online and digital education issues related to technology. The College Technology committee authors the College's Technology Master Plan, which connects the College's use of technology as part of a high-quality learning environment, to support student equity and achievement. ODEAC recommends and develops guidelines for faculty and administrators for DE courses, including pedagogical, accreditation, technical, legal, and organizational best practices. However, these guidelines do not provide recommendations concerning the content of online and hybrid courses, which is the purview of the College Curriculum Committee. Since Fall 2019, the Distance Education Faculty Coordinator has served as an ex-officio member of the College Curriculum Committee. The Distance Education Faculty Coordinator and the Learning Management Specialist are also members of Enrollment Management in order to support the growth and improvement of online and hybrid enrollments. The Distance Education Faculty Coordinator also serves on the Academic Technology Committee – another Academic Senate subcommittee that focuses on instructional technology needs. The

chair of the Academic Technology Committee is also a member of ODEAC; this facilitates collaboration and connection between the committees.

Faculty Development for Online and Digital Education

The Office of Online and Digital Education is charged with providing professional development to faculty for all tools used in the delivery of Distance Education, as well as, those used for hybrid and face-to-face teaching that interact with the College's Learning Management System.

In order to ensure that instructors possess the skills required to create and effectively teach high-quality distance education courses, ECC offers an Online Learning and Teaching with Canvas (OLTC) Certification course. At the recommendation of ODEAC, the Academic Senate approved the use of the OEI Course Design Rubric as the standard for the College's distance education courses. The current version of OLTC uses the OEI Course Design Rubric as its underpinning and covers uses of Canvas as a virtual classroom, policies that inform online teaching and learning, and best practices for online pedagogy.

The Department of Online and Digital Education also provides training in Canvas, the LMS, for face-to-face and hybrid courses, as well as training in advanced topics and tools for teaching online and hybrid. The Department of Online and Digital Education has sponsored well-attended forums where faculty teaching online, hybrid, or web-enhanced face-to-face are given an opportunity to share best practices. These events include: The Distance Education Institute and the CanInnovate Conference. Expansion of professional development offerings by Department of Online and Digital Education will include more focus on digital tools in Canvas and other educational technology tools.

Department of Online and Digital Education Current Strengths, Weaknesses, Opportunities, and Threat

Distance education has been a continual course delivery modality since the California Community Colleges (CCC)s offered their first course in 1979⁴. However, recent statewide initiatives, like the Online Education Initiative (OEI), and enrollment trends reflect strong interest in increasing online offerings, improving experiences, and opportunities for students. To help understand the

⁴ California Community Colleges Chancellor's Office (2015). California Community Colleges lead the way in online education. Accessed on September 12, 2016 at http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JUN2015/PR_CVC_6-8-2015.html.

current state of the program and potential areas of growth, a Strengths, Weaknesses, Opportunities, and Threats analysis has been undertaken.

Strengths

Given its large instructional workforce and populous service area, ECC's historically small distance education offerings has much potential to grow. Distance education course development has been instructor-initiated, with between 60% and 70% of courses having approved distance education addendums, as of Fall 2019.

At El Camino College, student demand for online course offerings is high. Nearly 94% of ECC's distance education students indicated they would likely take another online course at ECC, and 30% of all ECC students surveyed indicated their number one preferred instructional format was online only or hybrid⁵.

Quality online instruction continues to be the mainstay of Department of Online and Digital Education as it looks toward the future. Title 5 of the Education Code requires that faculty practice student-centered instruction. Central to enhancing quality is to establish and maintain regular and substantive contact that facilitates student-centered instruction and increases the achievements of student learning outcomes, through faculty-to-student and student-to-student contact.

The OEI Course Design Rubric is one of several resources that support online instruction and student-centered interaction. To support a high level of quality in online courses, the Department of Online and Digital Education has implemented several software programs made available through the OEI, including online proctoring software, a student readiness module, and has added a secure and accessible interactive video software solution to the learning ecosystem.

As of July 2019, the Department of Online and Digital Education is staffed with permanent employees in both the Distance Education Faculty Coordinator and Learning Management System Specialist roles. Numerous faculty members have already reported improved service and optimism about working with ODE over the course of late 2019. In addition, over 30 faculty have successfully completed the revised Online Learning and Teaching with Canvas between July and December 2019 increasing the number of faculty cleared to teach online at El Camino.

Student Profile

In Fall 2018, 6.9% of students took only distance education courses, which include hybrid, and 13.2% took a combination of face-to-face and online courses⁶. Although distance education students are generally similar to the overall student population of El Camino College, there are some differences worth noting. There is a considerably higher percentage of African American

⁵ ECC Institutional Research & Planning (2016). [Distance Education Student Survey Results, Spring 2016](#).

⁶ Facts and Figures – Fall 2018.

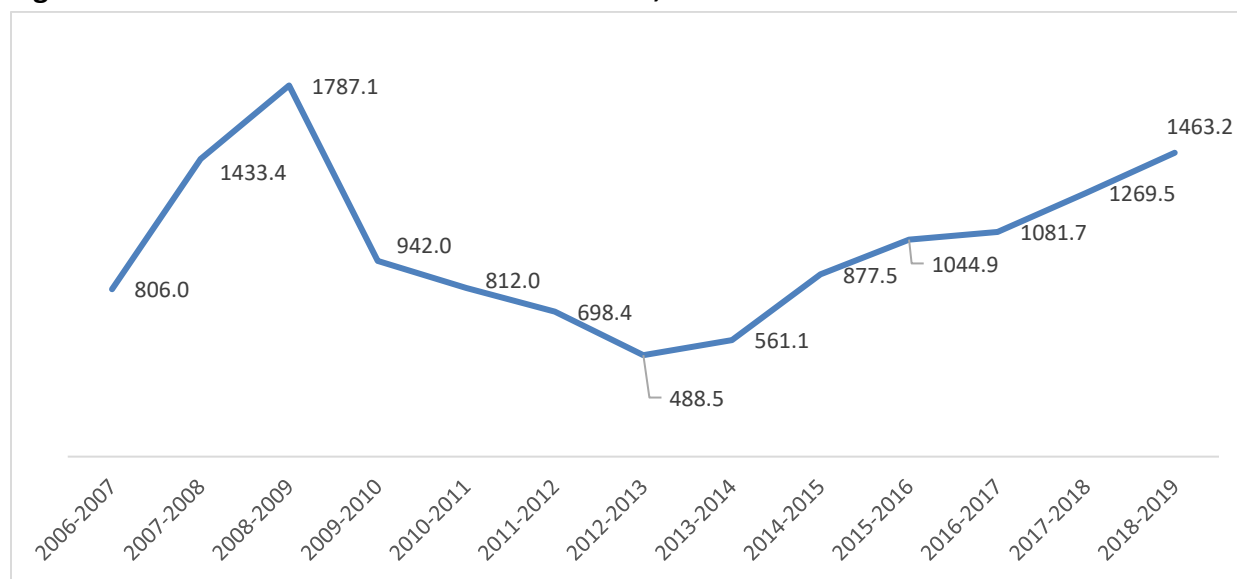
http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

students and a lower percentage of Hispanic students taking online courses compared to the overall student population. Compared to other ethnic groups, however, Hispanics make up the largest number of online students. ECC’s distance education students are also more likely to be female. Most distance education students work more than 20 hours per week and many take online courses because of work and other responsibilities. This suggests that ECC’s distance education offerings may be particularly appealing to the working population or families with children who may not otherwise be able to come to campus to attend classes.

Enrollment Profile

Enrollment, demographic profiles, and performance outcomes are tracked regularly for online students. Annual FTES have varied from a 10-year high of 1,787 in 2008-09 to a 10-year low of 488 in 2012-13, to their current level of 1,463.2 in 2018-2019⁷. Past history, regional trends, and potential for increasing enrollments to reach approved state capacity all support the potential to strategically grow the distance education program.

Figure I. Annual Credit FTES from Online Courses, 2006-07 to 2018-19



In Fall 2018, instructors taught 174 fully online course sections to students. Additional instructors taught 20 hybrid sections. Distance education enrollments in Fall 2018 totaled nearly 7,151 (duplicated count), with about 2,000 unique students generating 700 FTES.

Furthermore, many instructors utilize the LMS to enhance their *on-campus* courses. In Fall 2018, 105 instructors created courses in the LMS for 277 sections with an enrollment of 8,182 students. In Spring 2019, these numbers grew to 147 instructors, 326 sections, and 8,934 students utilizing the LMS for on-campus classes.

⁷ Source: CCCC. FTES shown for Internet-based asynchronous modality sections only.
https://datamart.cccco.edu/Students/FTES_Summary_DE.aspx

El Camino College also offers online Counseling and online tutoring. El Camino College has also instituted ECC Connect, an early alert system that interfaces with Canvas to better communicate with students and refer them to services. The library also provides services to online students through virtual reference, e-books, and full-text databases.

In Spring 2019, the LMS migrated to a single sign-on system so that students and faculty could use their My ECC log in. This has made it easier for students, removing the need to go through a separate process to log in or change their password.

Weaknesses

El Camino College is currently working to establish stable pathways for students to complete full certificates and degrees online through a centrally coordinated process. There is not a cohesive plan for scheduling and expanding the offering of online and hybrid courses at ECC, because the decision to offer a course online or hybrid is within the purview of the faculty in that discipline. To provide more consistent offerings for students, and to attract those interested in fully online programs, strategic institutional planning for the development of fully online AA/AS degrees has been added to the College's overall Enrollment Management Plan.

The provision of specialized resources and increased professional development opportunities for faculty who teach online and hybrid, along with Instructional Designers and Universal Design/ADA Specialists, can assist faculty as they transition into the online medium or continue to hone already established courses and programs. In addition, campus-wide professional development efforts increasingly have focused on addressing issues of equity surrounding student access, success, progress, and goal completion. Achievement gaps exist for some groups at El Camino College and, in some cases, are greater in the online environment. Addressing equity through distance education professional development offered by the Department of Online and Digital Education and program evaluation will need to be an essential component of all distance education programs. As part of addressing equity gaps an institutionalization of accountability for accessibility.

All colleges must ensure that student services and academic services are appropriate, comprehensive, and reliable regardless of delivery mode (on-campus or online). Access to the Library and tutoring and student support services like counseling, assessment, and orientations, as well as financial aid, must be accessible to online students who cannot come to campus. Academic support services and facilities such as tutoring, workshops, software available in discipline specific computer labs, and other lab work must be similarly accessible. The current state of online student services and academic support is still in development.

Training and implementation for faculty teaching distance education needs to address persistent performance gaps. Success rates for all disproportionately impacted groups are lower in online

courses⁸. This will need to be addressed through culturally responsive pedagogy for the online modality. The student readiness module can help the student understand their level of comfort with the online modality, as well as challenges that the student may have at home. However, advanced preparation is not mandated for online students. Supporting online resources are available but are only voluntary. Experiments with credit-bearing online orientation courses have suffered from low enrollment, non-credit courses may be explored in the future. Strategies still need to be developed to address these challenges in an effort to ensure that students are prepared to be successful in the online environment. Newcomers to distance education represent a special category of need. These students may be attending college for the first time or taking their first online courses, but have no experience with the special skills needed to do well in an online course. These skills include, but are not limited to: technology skills, online reading comprehension, motivation, self-discipline, and time management skills to keep up with the course and its materials.

Accessibility of materials is a continual challenge for distance education courses. *Accessible* means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology⁹. All colleges must review their academic and service offerings to ensure compliance and equitable access for their students. Accessibility issues can be mitigated with the assistance of specialists trained in Universal Design/ADA requirements who will work with faculty in the construction of online and hybrid courses and materials, as well as, with the support of assistive technologies.

The Department of Online and Digital Education has also been working with ITS since Winter 2018 to create a stable and reliable connection with Colleague's function as a Student Information System (SIS). There have been many setbacks and challenges. In Summer 2019, it was decided that the Department of Online and Digital Education would be given access to Colleague to push workflows, improve monitoring, and response time by reporting and

⁸ Success Rates Report – Fall 2018 Success and Enrollments

<https://app.powerbi.com/view?r=eyJrIjoiaWJhYm9kaW50b2N2E5LTk1YjltNGU2MjMwZTc1NTUwliwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWw1ZmU2YjhkNWJhNiIsImMiOiZ9>

⁹ [Office of Civil Rights in the Resolution agreement with South Carolina Technical College System, 2/18/13](#)

documenting errors directly to ITS, this has helped to improve the workflow and taken some of the burden off ITS while permanent solutions to problems are found.

The ability for Department of Online and Digital Education to make progress is also hampered by the current version of the SIS. The SIS, which has been heavily modified, has created a variety of issues ranging from catastrophic failure to ongoing delays. These issues have hampered Department of Online and Digital Education progress and continue to impact growth and users.

Opportunities

The potential for distance education growth is robust. Support for enrollment and access to distance education is growing statewide. An analysis of peer institutions and neighboring colleges revealed that El Camino College has one of the lowest rates of credit FTES earned by way of distance education (e.g., less than 6.9% of all credit FTES in Fall 2018¹⁰). Other colleges in the area generate more than 10% and up to 30% of FTES by way of credit-bearing online courses. This suggests both a growth opportunity and a potential loss of enrollment to these larger DE programs.

As California Community Colleges migrate toward online delivery of entire programs, fewer of their students will have any face-to-face exchanges, an equivalent within the online modality will need to be developed.

The CCC Chancellor's Office OEI will support growth through opportunities including the OEI Course Exchange, which allows students to take distance education courses seamlessly at multiple campuses. OEI Course Exchange, also called Finish Faster (Phase I) and ExCEL (Phase II), is designed to provide students with greater access to courses across the California Community College system without separate college applications. El Camino College was accepted into the second cohort, referred to as the equity cohort, for the OEI in the Summer of 2018.

California Community Colleges are expanding the number of degrees, certificates and transfer pathways that can be completed exclusively online. The creation of fully online programs increases access to college, opening affordable, quality career and degree pathways to students who are unable to attend college on campus or who prefer the online modality. Development of clear and complete pathways also facilitates program completion by ensuring that courses are offered when and how they are needed. Some pathways can be strategically developed to meet local and regional industry needs. Others can address the transfer needs of online students. Such a system of pathways would serve students by helping them move through their programs as seamlessly and efficiently as possible.

¹⁰ Facts and Figures – Fall 2018.

http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

Academic Performance

Historically and nationally, success rates for distance education courses offered in higher education have been lower than those for face-to-face courses. The DE course success rates at El Camino College had followed a similar trend overall, but have improved in recent years. In addition, studies have shown that ECC students in distance education sections are, on average, as well prepared for the next course in a series as their on-campus peers.

Figure II. Success and Retention Rates for Online Courses Local vs. Statewide, Fall 2011 to Fall 2018

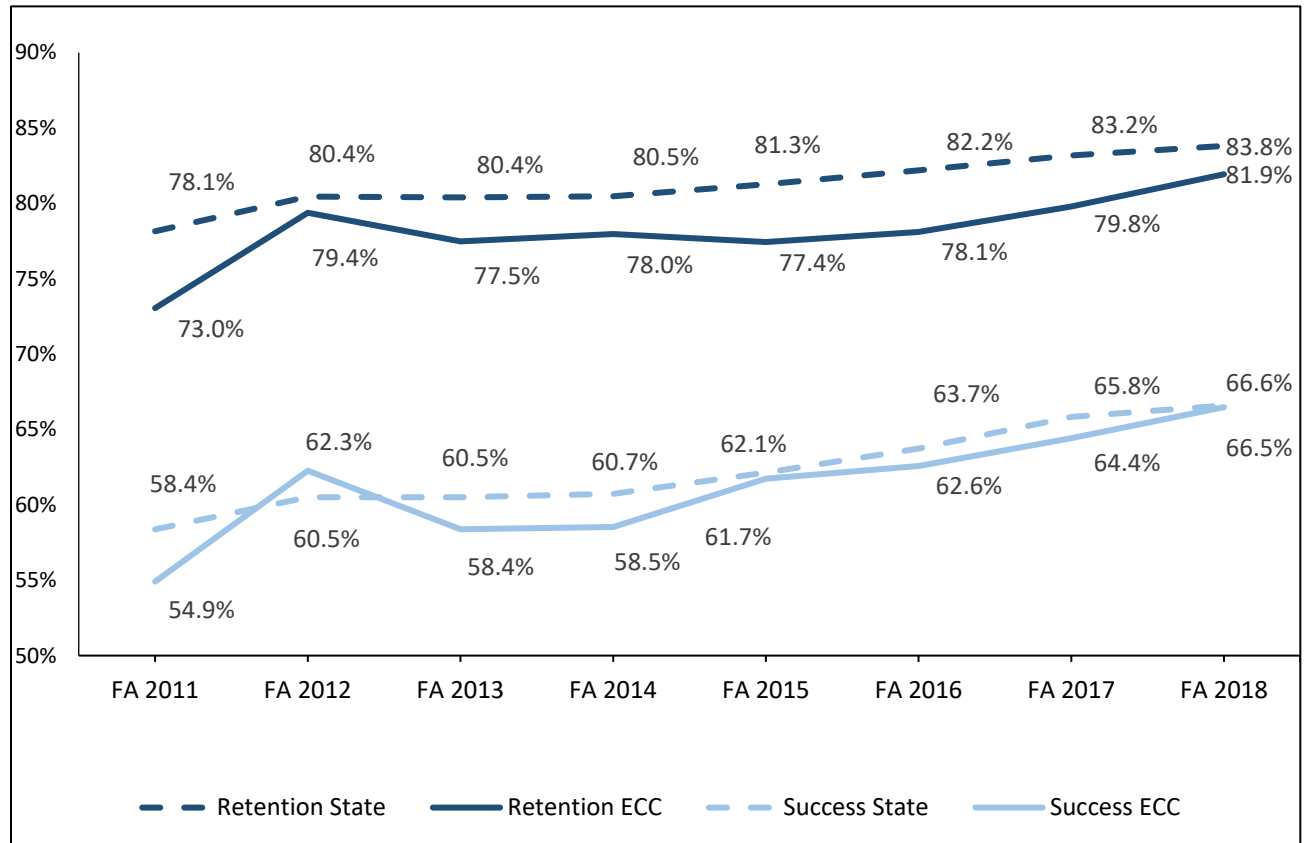


Figure III. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Fall 2018

Fall 2018	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	69.8%	84.8%	74.0%	88.4%	-4.2%	-3.6%
Business	62.2%	75.7%	67.5%	81.9%	-5.3%	-6.2%
Fine Arts	67.1%	81.8%	74.8%	87.1%	-7.7%	-5.3%
Health Sciences and Athletics	65.0%	83.4%	80.4%	88.1%	-15.4%	-4.7%
Humanities	63.0%	76.2%	68.6%	84.5%	-5.6%	-8.3%
Industry & Technology	68.4%	83.3%	81.9%	90.8%	-13.5%	-7.5%
Mathematical Sciences	56.3%	71.6%	52.1%	75.1%	4.2%	-3.5%
Natural Sciences	67.5%	81.2%	69.0%	80.2%	-1.5%	-1.0%

Figure IV. Success and Retention Rates for Online Courses Local vs. Statewide, Spring 2011 to Spring 2018

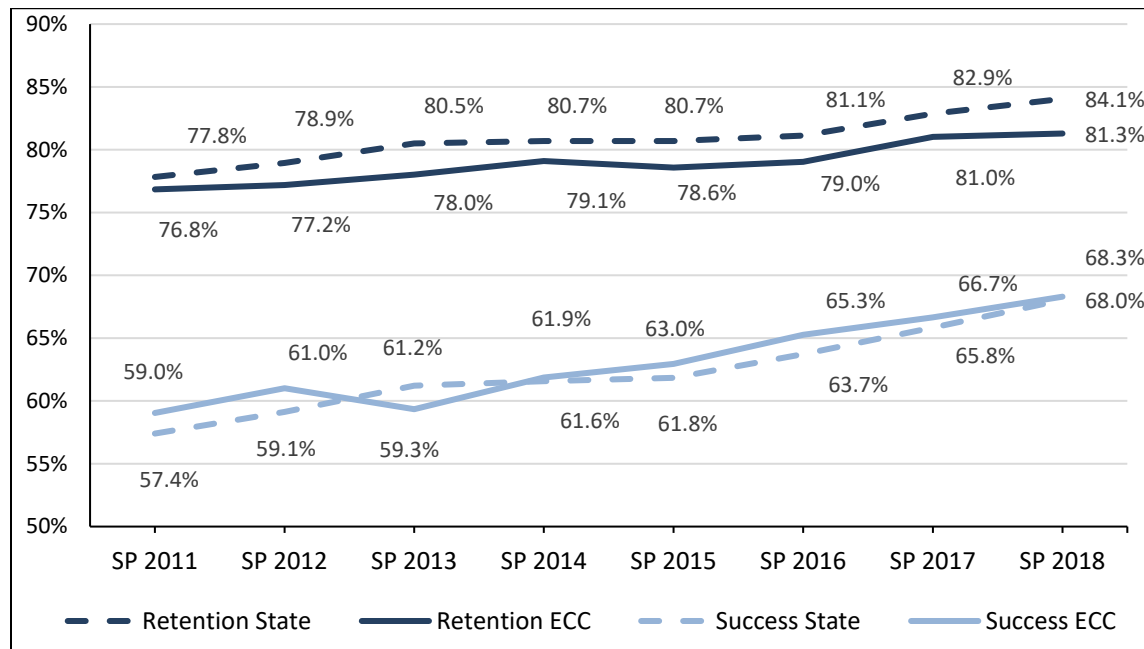


Figure V. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Spring 2019

Spring 2019	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	71.6%	86.7%	75.4%	88.4%	-3.8%	-1.7%
Business	66.2%	84.0%	71.0%	83.3%	-4.8%	0.7%
Fine Arts	62.9%	81.0%	78.4%	87.9%	-15.5%	-6.9%
Health Sciences and Athletics	64.9%	86.9%	83.3%	89.0%	-18.4%	-2.1%
Humanities	58.5%	73.7%	65.8%	80.7%	-7.3%	-7.0%
Industry & Technology	69.3%	83.3%	84.1%	92.2%	-14.8%	-8.9%
Mathematical Sciences	52.0%	65.3%	48.8%	69.0%	3.2%	-3.7%
Natural Sciences	67.7%	85.2%	69.1%	80.0%	-1.4%	5.2%

Threats

One threat, not only to distance education, but to the College as a whole, is the aging population and reduction in the number of students coming from high school¹¹ in the service area. Strong distance education offerings can help attract students to El Camino College. Continual changes in technology are also a potential threat to Distance Education, making it more challenging for the Department of Online and Digital Education to stay up-to-date and offering students the highest quality of education. This challenge is exacerbated by a persistent digital divide keeping students who might benefit from the flexibility of online course offerings from being able to access those courses.

Another potential threat is the addition of the 115th college. Although it has been presented as not interfering with local distance education offerings, the new initiative has already pulled

¹¹ Service Area Profile 2017 - http://www.elcamino.edu/about/depts/ir/docs/research/research_reports/ECC%20Service%20Area%20Profile%202017_Final_v2.pdf

resources out of the Online Education Initiative which has been provided to our program. Also, there is a growing threat from online universities, like Southern New Hampshire University and Grand Canyon University.

Figure VI. SWOT Analysis Summary Table

<p style="text-align: center;">S</p> <p style="text-align: center;">STRENGTHS</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">WEAKNESSES</p>	<p style="text-align: center;">O</p> <p style="text-align: center;">OPPORTUNITIES</p>	<p style="text-align: center;">T</p> <p style="text-align: center;">THREATS</p>
<ul style="list-style-type: none"> • 60 to 70% of courses have approved DE addendums • Full-time DE Faculty Coordinator • LMS Systems Specialist • Single sign-on for students • Increased demand for courses 	<ul style="list-style-type: none"> • Lack of cohesive scheduling plan to support consistent access to online courses for stable online degree paths • Lack of adequate staff • Needed expansion of online academic support services • Need better support for students as they prepare to take distance education courses • Need expansion of accessibility of course materials • Ongoing challenges with SIS and Canvas integration that have hindered expansion 	<ul style="list-style-type: none"> • Large potential growth of distance education • Participation in the OEI • Increasing success rates in DE courses 	<ul style="list-style-type: none"> • Decreasing pipeline for students directly out of High School • Creation of the 115th college

Online and Digital Education Action Plan

In order to fulfill the Online and Digital Education Mission and successfully move forward, the College has established the following initiatives to achieve within a three-year period. Each initiative is aligned with an Improvement Plan goal that is critical to measuring the progress of the initiatives.

Distance Education Plan Strategic Goal

The Strategic Goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality and service to students. This goal will be accomplished through the following initiatives.

A. Development of Processes and Infrastructure to Ensure Equity and Quality:

Develop processes and infrastructure to ensure equity in experience and success, and consistency in course quality.

B. Expand Online Opportunities

Expand the opportunities for current and prospective students to complete courses and programs fully online

C. High Quality Instructional Program

Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.

D. Improved Online Course Experience for All Students

Ensure a high-quality online or hybrid course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online and hybrid course experience.

E. Comprehensive Academic and Support Services

Ensure robust and comprehensive academic and student support for online students.

Evaluation of Department of Online and Digital Education Action Plan

Goal A. Development of Processes and Infrastructure to Ensure Equity and Quality: Develop processes and infrastructure to ensure equity in experience, success, and consistency in course quality.				
Objective	Why	Indicator	Target	Resource Allocation
Evaluate current process for selecting courses and faculty to move online, and course sections to expand	To offer most needed and best performing classes first, including classes that close equity gaps	% of high-performance courses expanded. High performing classes those with a more than 75% success rate, including for students of groups impacted by equity gaps	10% of high-performance courses expanded	Time of IRP and Division Deans
Expand capacity for creating high quality and equity-minded online and hybrid courses	To support student success and to. Work to close equity gaps	Creation of a manual and array of support materials for faculty to use to develop high quality and equity-minded courses. Have these materials adopted by x% of faculty teaching online and hybrid courses.	Manual and array of support materials for faculty created and adopted for use by 60% of faculty teaching online and hybrid courses.	\$225,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Instructional Designer position has funding secured. Multimedia Production Specialist will need funding.
Develop a comprehensive professional development plan for distance education, including	To create a cohesive program of professional development to serve all levels of expertise	Complete and implement a Distance Education Professional Development plan for all faculty and staff who work	Distance Education Professional Development plan completed and implemented.	Time of DEFC ¹² , ODEAC, Academic Technology

¹² DEFC – Distance Education Faculty Coordinator; ODEAC – Online and Digital Education Advisory Committee

pedagogy, and technology		with students taking DE courses.		
Regularly share DE best practices developed by experienced DE faculty	To help faculty create high quality courses by example	Creation of a library of model courses that are quality certified.	Creation of a library of model courses that are quality certified. 25% of faculty implementing best practices shared by Distance Education	Time of DEFC, ODEAC, Academic Technology
Determine data needed and create collection plan for the development of an annual report to support continued development of DE courses	To help ODE, Faculty, and Academic Departments make data driven decisions about their DE courses	Creation of an Annual report template and data collection plan	Annual report template created and data collection plan implemented.	Time of ODE ¹³ staff and IRP
Ensure that online, hybrid, and web-enhanced courses are ADA/ 508 compliant	To create universal access for all students	% of courses reviewed by Online and Digital Education are ADA compliant	100% of course reviewed by Online and Digital Education are verified ADA compliant	Hire an Accessibility/Universal Design Specialist who will support faculty in ensuring that their DE courses are ADA Compliant, accessible to students with disabilities, and comply with the Universal Design for Learning Guidelines. \$75,000 Accessibility/Universal Design will require funding.
Finish automating connection with Colleague and create grade pass-back from Gradebook	To maximize the use of Canvas and emphasize reliability	Complete connection and establish passback is running without errors	Complete automated connection is established and grade passback is running without errors.	Time of LMS Specialist and ITS staff

¹³ ODE – Online and Digital Education

Fully integrate our systems with the Course Exchange and Cross-Enrollment	To uphold our commitment to OEI	% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	100% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	Time of ITS staff, Financial Aid and Enrollment services staff, and ODE staff
Develop Guidelines for regular and effective contact, faculty-to-student interaction, student-to-student interaction	To ensure quality contact	% of Faculty implement the guidelines	80% of Faculty have shown that they are implementing the guidelines	Time of DEFC, ODEAC, Academic Senate
Develop and implement a method and support materials for conducting online evaluations	To create a robust evaluation	% adoption of online evaluation method	60% adoption of online evaluation method	Time of DEFC, ODEAC, Academic Senate
Ensure that all online, hybrid, and web-enhanced courses are delivered in compliance with FERPA	To ensure compliance with federal regulation	% courses are FERPA compliant	100% courses are FERPA compliant	Time of DEFC, ODEAC, Academic Senate

<p>Goal B. Expand Online Opportunities: Expand the opportunities for current and prospective students to complete courses and programs fully online</p>				
Objective	Why	Indicator	Target	Resource Allocation
Identify, develop and implement online ADTs	To help students learn so they complete their educational plans	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online	ODE staff for training, \$150,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Purchase of accessibility tools for LMS (~\$60,000 per

				year), Saas for Video (~\$60,000 per year) and Funding secured for Instructional Designer and SaaS for Video. Funding is needed for the Multimedia Production Specialist and Ally.
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Goal C. High Quality Instructional Program: Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.				
Objective	Why	Indicator	Target	Resource Allocation
Develop training opportunities for online and hybrid instruction	To create quality instruction to facilitate students making progress toward their educational goals	% of faculty teaching online and hybrid attending advanced instruction training activities	75% of faculty teaching online and hybrid have attended advanced instruction training activities	Time of the ODE Faculty Coordinator
Provide state-of-the-art computers and equipment to best support faculty development, innovation, and expansion of courses designed with an equity-mindset	To support faculty creating more innovative and equitable courses through technology and pedagogy	% of faculty teaching online or hybrid courses using the teaching with technology lab	40% of faculty teaching online or hybrid courses using the teaching with technology lab	Time of ODE staff
Develop and maintain a faculty-mentoring program to support novice distance educators	To offer expanded support for faculty starting to teach online or hybrid	% of faculty teaching online using peer or hybrid mentoring	25% of faculty teaching online using peer or hybrid mentoring	Time of DEFC
Develop and hone processes to monitor	To model high quality practices	Development of a local Peer Online	A local Peer Online Course Evaluation	Time of DEFC

and ensure that online courses adhere to high standards of quality that close equity gaps		Course Evaluation (POCR) team.	(POCR) team is actively reviewing online courses to improve quality.	
Enriching courses with video and/or interactive video content, which supports more learning styles and can support student success	To provide a high-quality learning experience	Procure software or a SaaS solution. % of faculty using interactive video in their online and hybrid courses	SaaS video solution is procured and 15% of faculty using interactive video in their online and hybrid courses	Use of SaaS for Video (Panopto), time of ODE staff. Funding for Panopto is already secured.
Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term, which supports student success and retention	To help students have a successful start to the semester	% of faculty send welcome letters	100% of faculty send welcome letters	Time of DEFC
Encourage online faculty to integrate a welcome video and an online orientation as the first assignment, supported by a quiz, which supports student success and retention	To create connection with students	% of faculty who adopt welcome video and online orientation	80% of faculty who adopt welcome video and online orientation	Time of DEFC and Faculty

<p>Goal D. Improved Online Course Experience for All Students: Ensure a high-quality online course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online course experience.</p>				
Objective	Why	Indicator	Target	Resource Allocation

Develop badge mapping for career education to help prospective students clarify and enter the path and current students stay the path	To support those in CE Programs receiving industry recognized credentials	% of career education paths that have badging	25% of career education paths have badging	Acquisition of a badging platform (\$2,500 per year). Funding available within the ODE budget.
Develop a system for monitoring which degrees/certificates can be obtained completely online and for planning future fully-online degrees/certificates	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	Monitoring system created and implemented	Monitoring system created and implemented	Time of ODE Staff
Use previously developed system to monitor which degrees and certificates can currently be labeled online	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	% of degrees and certificates being monitored	20% of degrees and certificates being monitored	Time of ODE Staff
Provide clear and complete information to students about degrees and certificates offered online	To support keeping student on their path	% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	20% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	Time of ODE Staff, VPAA, and Academic Deans
Develop recommended course templates and models to improve the student user experience	To create faster course preparation for faculty and consistent quality for students	Creation of templates and models. % of faculty adopt templates	Templates and models have been created. 20% of faculty have adopted templates	Time of ODE staff
Support peer-to-peer learning for fully online and hybrid	To provide a sense of community for	Procure a social learning platform	A social learning platform to support peer-to-	\$70,000 per year, time of ODE Staff.

students as well as students in hybrid and face-to-face classes	students no matter what the modality of the class	to support peer-to-peer learning. % of students engaging with the social learning platform	peer learning has been procured and 50% of students in online and hybrid courses engage with it, plus an additional 25% of students in traditional courses.	Funding needs to be secured for a social learning platform.
Encourage students to complete a readiness self-assessment provided by OEI in order to get feedback about what they need to be successful in an online or hybrid course	To support student success	% of students complete readiness self-assessment	100% of students complete readiness self-assessment	Time of LMS Specialist, Counselors, and instructional faculty teaching online or hybrid
Explore non-credit Academic Strategies course for online and hybrid course readiness	To better prepare students for success in distance education courses	Determine feasibility and potential utilization of this non-credit course	Determine feasibility and potential utilization of this non-credit course. Create if feasible	Time of LLR Director, Assistant Director and faculty and IRP

Goal E. Comprehensive Academic and Support Services: Ensure robust and comprehensive academic and student support for online students.				
Objective	Why	Question	Indicator	Target
Develop a comprehensive plan for providing online students equitable access to Student Support Services programs based on assessments	To provide equitable support services to all students	% of distance education students accessing student support programs	60% of distance education students accessing student support programs	Time of ODE Staff, Student Services staff
Expand remote access to library research support and information literacy	To offer equitable library services to students	% of courses have embedded library assets	70% of courses have embedded library assets	Time of ODE Staff and library Faculty

instructional opportunities				
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Appendixes

Appendix A – Workgroup Members

Appendix B – Other ECC Plans with Distance Education Goals

Appendix A – Workgroup Members

Membership of the current work group for the 2019 revision of the plan and final consultation before implementation.

Workgroup:

Crystle Martin: Director, Library and Learning Resources

Mary McMillan: Academic Senate Representative

Gema Perez: Learning Management Systems Specialist

Jeremy Smotherman: Office of Institutional Research and Planning

Moses Wolfenstein: Distance Education Faculty Coordinator

Reviewers:

Members of the Online and Digital Education Advisory Committee

Faculty					
1	Houske, Laurie	BSS	9	Marcoux, Peter	Humanities
2	Galbavy, Renee	BSS	10	Welsh, Lauralee	Humanities
3	Hull, Kurt	Business	11	Lofgren, Dean	Health Sciences and Athletics
4	Pon-Ishikawa, Janice	Counseling	12	Fields, Mark	Industry Tech
5	Wolfenstein, Moses	Distance Education Faculty Coordinator (ODEAC Chair)	13	McMillan, Mary	Library
6	Alamillo, Lucy	Fine Arts	14	Di Fiori, Sara	Natural Sciences
7	Degnan, Kevin	Humanities	15	Steinberg, Margaret	Natural Sciences
8	Lewitzki, Rhea	Humanities	16	Noyes, Thomas	Natural Science
Management & Staff					
1	Perez, Gema	Learning Management Systems Specialist - Online and Digital Education (Staff)			
2	Azose, Elana	Trainer/Instructional Technology Specialist - Professional Development (Staff)			

3	Martin, Crystle	Director, Library & Learning Resources (Administration)
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Membership of the original workgroup, the list of reviewers, and consultation on the plan from 2016.

Workgroup:

Mark Fields: Academic Senate Representative

Irene Graff: Office of Institutional Research

Gema Perez: Instructional Media Coordinator: Distance Education

Howard Story: Distance Education Faculty Coordinator

Reviewers:

Members of the Distance Education Advisory Committee:

Teaching Faculty							
1	Fields, Mark	ECC	Industry Tech	7	Crozier, Judith	CEC	Humanities
2	Doyle, William	ECC	Fine Arts	8	Degnan, Kevin	ECC	Humanities
3	Suarez, Jason	ECC	BSS	9	Malinni, Roeun	ECC/CEC	Math
4	Galbavy, Renee	ECC	BSS	10	Lofgren, Dean	ECC	Health Sciences and Athletics
5	Panski, Saul	CEC	BSS	11	Steinberg, Margaret	ECC	Natural Science
6	Gold, Chris	ECC	BSS				
Non-Teaching Faculty							
1	McMillan, Mary	ECC	Library				
2	Pon-Ishikawa, Janice	ECC	Counseling				
3	Story, Howard	ECC	DE Faculty Coordinator				
Management & Staff							
1	Perez, Gema	ECC	Instructional Media Coordinator: DE (Staff)				
2	Murphy, Rodney (Alt)	ECC	Dean of Student Learning				
3	Valdez, Celia	CEC	Instructional Division Coordinator: DE (Staff)				
4	Mednick, Lisa (Alt)	ECC	Professional Development Coordinator				

5	Azose, Elana	ECC	Trainer/Instructional Technology Specialist (Staff)
6	Russell, Rebecca	ECC	Director: Library Learning Resources
7	Sedor, Betty	ECC	Assist. Director Community Ed. and Development

Appendix B – Other ECC Plans with Distance Education Goals

Enrollment Management Plan 2019-2022 Goals

Goal 3: Retention. The College will enhance its support system to help students stay in the path.				
Objective	Why	Question	Indicator	Target
Develop training opportunities for online education	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members who teach online attending online instruction training beyond certification	90% of faculty members attending online instruction training beyond certification

Goal 4: Completion. The College will expand processes to ensure students are learning to complete their path				
Objective	Why	Question	Indicator	Target
Identify, develop and implement online ADTs.	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online

Educational Master Plan 2019-2022 Goals

Develop Distance Education Plan	A comprehensive DE plan will coordinate efforts for online instruction, LMS use, faculty training, technology needs, staffing needs and professional development needs.	Created with input of ODEAC
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Technology Master Plan 2019-2022 Goals

Goal: Provide access for students, faculty, and staff in a way that supports universal access, is compliant, and allows ECC to excel.

Objective

- Support ADA/508 compliance and provide assistive technology for all students and staff/faculty.
- Maintain and enhance the ECC remote access services
- Establish an overall plan for student access to computing and other learning resources through the use of mobile, and a learning management system (LMS).

Measure

- Number of ADA/508 compliance trainings, number of faculty and staff who participate, number of courses that pass Online Education Initiative Review, Number of adaptive technology stations available on campus – ITS, DE, PD, Library
- Number of remote access services and improvements that have been made – ITS, Library, DE, Student Services, Counseling
- Plan has been created and shared for student access to computing and learning resources – ITS, DE

Goal: Develop training for faculty, staff, and ITS professionals to maintain currency and improve efficiency

Objective

- Identify and support faculty needs in developing technology-based courses through programs, workshops, consultation and development support offered by the Distance Education program.
- Develop strategies and standards for creating effective learning environments using technology

Measure

- Survey and develop programming based on faculty input through DE - DE
- Strategies and standards for creating effective learning environments are shared with Faculty and available online - DE

Goal: Improve infrastructure to maintain facilitate effective and efficient use of technology at ECC

Objective

- Support programs and courses through technology-based delivery
- Maintain and enhance video and multimedia production
- Maintain and build interfaces between major administrative systems and client applications to promote a seamless information environment for administrative functions at ECC.

Measure

- Improved technology in the classroom (including projectors and classroom management software) and more technology offerings from distance education – ITS/DE
- Media Services and Distance Education are properly staffed to support the needs of the campus for media production – Media Services/DE
- Major system are connected, stable, and working consistently (e.g., Canvas and Colleague; 25Live and Colleague; Hobsons and Colleague) – ITS, DE

Goal: Provide quality and efficiency in all technology used at ECC

Objective

- Maintain and enhance the advisory committee structure for information technology.

- Participate with state institutions in collaborative efforts for networking and telecommunications. Collaborative efforts may include network management, outreach, and delivery, and enhance the relationship to include collaborative instructional development using technology.

Measure

- The advisory committee structure is evaluated and improved based on feedback from the Academic Technology Committee, [Online and Digital](#) Education Advisory Committee, Technology Committee, and other stakeholders – ODEAC, Academic Tech, Technology Committee
- Finish Super Glue, properly configure data for Online Education Initiative exchange, participate in connecting the schedule to the Online Education Initiative Exchange, participate in cross enrollment for the Online Education Initiative, connection established with the Chancellor’s Office for the Library Systems Platform – ITS, DE, Library

Goal: Standards/Compliance/Transparency

Objective

- Provide formal status reports on all major projects to IT advisory committees

Measure

- Formal reports were delivered to Technology Committee, Online and Digital Education Advisory Committee, or Academic Technology Committee as necessary on all major projects (e.g., Master Calendaring, Curriculum and Catalog software, connection between Colleague and Canvas, Colleague implementation, etc.) – ITS, ODEAC, Academic Tech, Technology Committee

Goal: Evaluate all processes and plans for technology

Objective

- Implement a process to assess periodically the quality of technology-based courses and programs
- Apply strategies of review and revision to increase the effectiveness of technology-based courses
- Research, evaluate and promote use of state-of-the-art technology for data management, access, querying, and reporting

Measure

- Number of courses evaluated in a determined cycle - DE
- Results of evaluation activities - DE
- Increased use of technology for data management, access, query, and reporting – ITS, DE, IRP

Board Policy 4025 Philosophy for Associate Degree and General Education

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

In establishing or modifying a general education program, coherence and integration among the separate requirements should be sought. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

Reference: Title 5, Section 55061 Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02 Amended: 7/15/13

Ed Policies 3-10-20



POLICY & PROCEDURE SERVICE

BP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

NOTE: *This policy is legally required. The following philosophy is taken from Title 5 Section 55061, which is the policy of the Board of Governors and is provided only as an example. The District should define and insert its own philosophy and criteria.*

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

The [**CEO**] shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

Revised 2/08, 11/14

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AP 4025 Philosophy and Criteria for Associate Degree and General Education

Procedures for the selection of courses for the associate degree and general education requirements are located in the Curriculum Handbook, which is housed in the Office of Academic Affairs, division offices, and the College website.

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed below. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - The ability to think and communicate clearly and effectively both orally and in writing;
 - The ability to use mathematics;
 - An understanding of the modes of inquiry of the major disciplines;
 - An awareness of other cultures and times;
 - The ability to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

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The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

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The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

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POLICY & PROCEDURE SERVICE

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

NOTE: *This procedure is legally required. Local practice may be inserted here.*

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively orally and writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

NOTE: *The procedures should also include the process used to determine which courses implement the District's philosophy on the associate degree and general education.*

Revised 2/08, 11/14

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Resolution of Appreciation for ECC Classified Staff

Whereas, the El Camino College classified employees consistently demonstrate dedication, commitment and support for the success of all El Camino College students; and

Whereas, the El Camino College classified employees are essential in ensuring students achieve their goals and access the resources needed to fulfill their academic dreams; and

Whereas, the El Camino College classified employees are flexible, creative and dedicated to enhancing the educational experience of students, from their first step onto the campus until they cross the stage at commencement; and

Whereas, the El Camino College classified employees contribute to the values of the college by exhibiting pride, respect, integrity, diversity and excellence in all that they do while serving students, and one another,

THEREFORE BE IT RESOLVED, that the El Camino Community College Academic Senate hereby thanks and celebrates our classified colleagues for their hard work and contributions to quality education in the South Bay and recognizes our classified colleagues during Classified Professional Development Week, May 18, 2020 through May 22, 2020.

Adopted this 19th day of May, 2020, by the El Camino College Academic Senate.

Darcie L. McClelland, President

DRAFT

New Procedure

DRAFT

Commented [MD1]: Where is the list housed?

AP 4110 Honorary Degrees

Reference:

Education Code Section 72122

Nominations for recipients of honorary degrees may be made by any group or individual and must be submitted to the College President by February 1 to be considered for the ~~May~~ spring graduation ceremony.

The written statement must adhere to the criteria for awarding honorary degrees and include:

- Name and contact information of person making nomination
- Name of nominee
- Clear explanation of why the individual should be awarded an honorary degree.

The College President shall meet with the College Vice Presidents and the Academic Senate President to review validation of merits and make the final recommendation.

- Further documentation may be requested of the person making the nomination as deemed necessary.
- The College President will forward ~~to the Chancellor~~ the name (s) of the successful candidate (s) for recommendation to the Board of Trustees.
- It is understood that honorary degrees will be awarded infrequently. When they are approved, they will be awarded at the annual commencement ceremony.

Draft: 4/21/2020

Ed Policies 5/12/20

POLICY & PROCEDURE SERVICE

AP 4110 Honorary Degrees

Reference:

Education Code Section 72122

NOTE: *This procedure is **optional** and applies only if the Board has adopted a policy that allows for honorary degrees. Local practice may be inserted here.*

Revised 4/18

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DRAFT

New Policy

DRAFT

BP 4110 Honorary Degrees

Reference:

Education Code Section 72122

An Honorary Degree shall be presented to individuals whose outstanding personal, professional, or philanthropic contributions to the college provide for the continuance of excellence in educational programs, facilities, or activities associated with the college's mission.

The conferring of honorary degrees provides the President and/or the Board of Trustees with a vehicle to recognize meritorious and outstanding service to the College community.

Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board of Trustees.

The Superintendent/President shall, [in collaboration with the Academic Senate](#), establish procedures and criteria for the awarding of honorary degrees.

Draft: 4/21/2020
Ed Policies 5/12/20

BP 4110 Honorary Degrees

Reference:

Education Code Section 72122

Note: *The following applies only if the Board has determined to offer honorary degrees.*

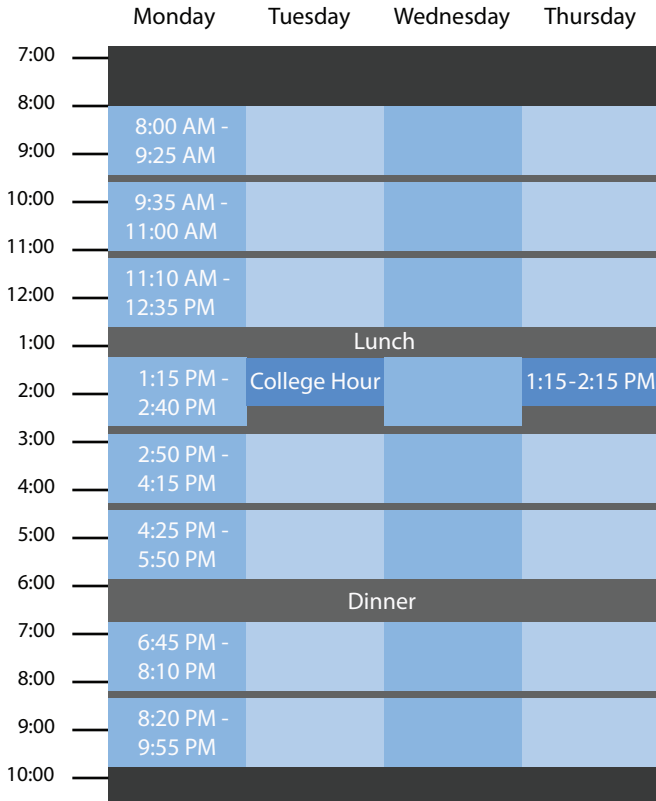
Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board.

The [CEO] shall establish procedures and criteria for the award of honorary degrees.

Block Scheduling

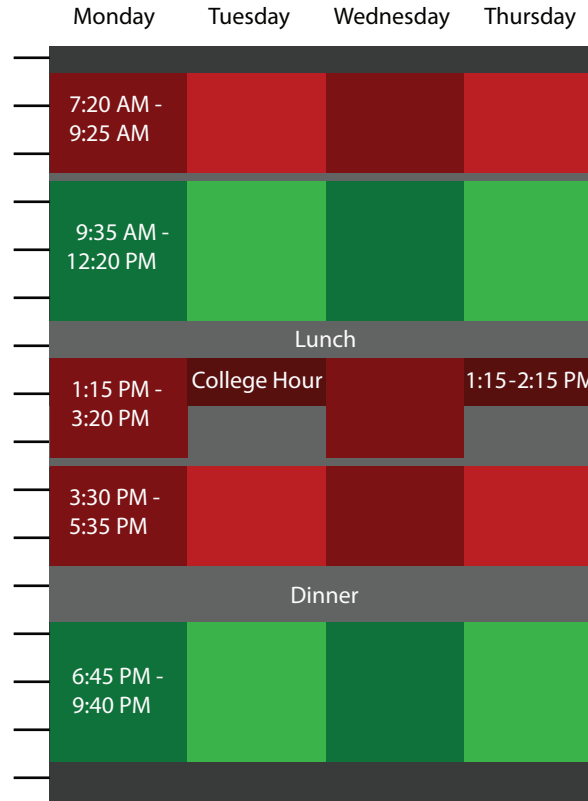
General Guidelines

3 Contact Hour Courses / Twice per Week



1.7 Contact Hours; 85 Minutes

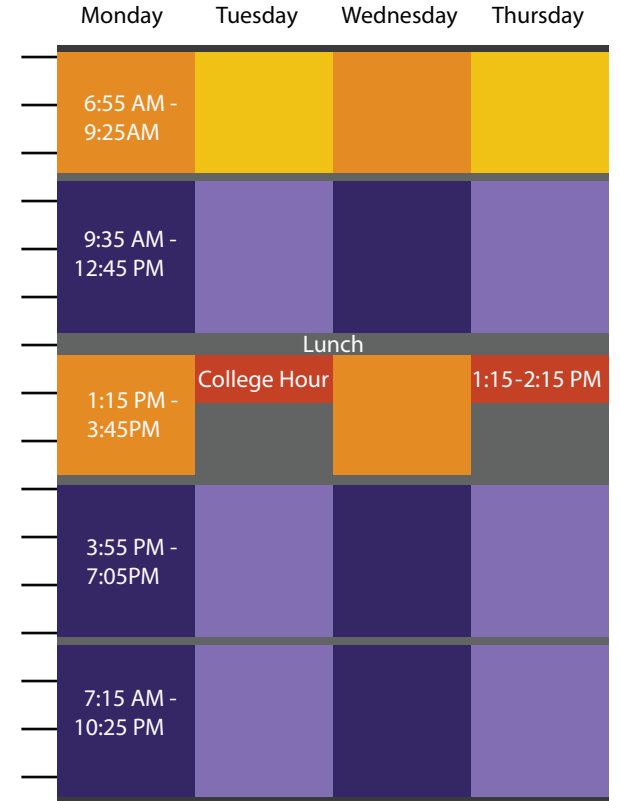
4 Contact Hour Courses / Twice per Week



2.3 Contact Hours; 125 Minutes

2.3 + 1 (Support Class) Contact Hours; 175 Minutes

5 Contact Hour Courses / Twice per Week



2.8 Contact Hours; 150 Minutes

3.4 Contact Hours; 190 Minutes

Block Scheduling Analysis

Fall 2019 All Face-to-Face Sections				Block Schedule
Division	Total Section Count	Building	Rooms Used	Total Section Count
Behavioral & Social Sciences	248	SOCS	21	315
Business	104	MBA	17	-
Fine Arts	332	ART, MUSI, TH	41	-
Health Sciences & Athletics	156	PE	7	-
Humanities	356	H	42	-
Industry & Technology	152	ITEC, CNST, CAT	40	-
Mathematics	296	MBA	29	-
Natural Sciences	144	CHEM, LS, NATS, PHYS	25	-
Total	1,788		222	315

Fall 2019 All Face-to-Face Sections				Block Schedule
Course (Contact Hours)	Total Section Count	Building	Rooms Used	Total Section Count
CSCI-1 (3 LEC, 3 LAB)	14	MBA	103, 105, 111, 113 , 120 , 217, 218, 220, 311, 315	-
CSCI-14 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-16 (3 LEC, 3 LAB)	1	MBA	113	-
CSCI-2 (4 LEC, 3 LAB)	5	MBA	113 , 120 , 211 , 219	-
CSCI-23 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-30 (3 LEC, 3 LAB)	2	MBA	113 , 118, 120 , 219	-
CSCI-3 (3 LEC, 3 LAB)	3	MBA	113 , 211	-
CSCI-7 (3 LEC, 3 LAB)	2	MBA	315	-
Total	29		13	73

Scheduling for Success

Block Schedule

Summary of Committee Work

Committee Members:

Sara DiFiori, Robin Dreizler, Giancarlo Fernandez, Lillian Justice, Peter Marcoux, Cynthia Mosqueda, David Mussaw, Berkeley Price, Jean Shankweiler, Jenny Simon, Jacquelyn Sims, Carolee Vakil-Jessop

Committee Charge: Develop a block schedule that can be applied across campus for face to face classes that will maximize room utilization and minimize scheduling conflicts.

Proposed Schedule: see attached

Features:

- A schedule is shown for courses with 3 contact hours, 4 contact hours and 5 contact hours.
- Scheduling is based on MW or TuTh schedules, F used as once a week scheduling.
- 3 contact hours accommodate a 3 unit lecture or a 1 unit lab
- The schedule for 4 contact hours demonstrates 2 options – red schedules just the course, green schedules for the 4 unit course with a 1 hour supplemental section.
- Campus hour is scheduled for Tu/Th 1:15-2:15pm with
- Each schedule includes consistent lunch and dinner breaks.
- It is recognized that some courses will not fit the scheduling grid
- Divisions will be asked to honor the universal breaks: mid-morning stop at 9:35am and mid-day break at 1:15pm.

Concerns:

- Will interfere with faculty that like to schedule office hours after class
- SI sessions are usually scheduled after classes
- It will make it hard to find substitutes and class observations

Analysis of usage:

- BSS and SOCS building – schedule is mostly 3 unit lecture courses
- The building has 21 classrooms
- In fall 2019, 248 sections were scheduled in SOCS
- It is possible to schedule 315 sections during regular hours.

To Be Considered: Metro schedule

Consultation List:

- Division Councils, Counseling, EOPS, FYE, HTP, MESA, and ASO first
- Senate and Council of Deans
- College Council

