



# Los Angeles Valley College

## Educational Planning Committee

Web site: <http://www.lavc.edu/epc>

### Committee Members

Mark an "x" next to each person who is present:

#### Administration

- Karen Daar, VP, Academic Affairs
- Deborah diCesare, Academic Affairs
- Elizabeth Negrete, Student Services

#### Faculty Members

- June Miyasaki, Senate Appointed\*
- Patty Melody, Chairs & Directors
- William Wallis, Faculty
- Chauncey Maddren, Faculty

#### Staff Members

- Lily Salter, Staff

#### Student ASU Members

- \_\_\_\_, ASU Rep

#### Ex Officio

- Michelle Fowles, Dean, Research & Planning

#### Resource Members

- Rebecca Stein, PASS (as needed)

\*Chair

#### Guests

#### LAVC Mission Statement:

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community.

**EPC Mission Statement:** The mission of the EPC is to oversee the implementation of the Educational Master Plan and develop educational related policies.

#### EPC Goals 2014-2015:

- a. Locate and survey the responsible entities of the EMP (2014-2020) objectives.
2. Identify Measures of the EMP.
3. Create the evaluation framework of the EMP.

#### Committee Meeting Dates (2014-2015)

02/09/2015; 03/09/2015;  
04/13/2015; 05/11/2015; 06/08/2015

Monday, September 14, 2015

1:30 – 3:30 PM

President's Conference Room

(Admin 2- Trailer)

### Agenda

1. Approval of Agenda
2. Approval of May 2015 Minutes
3. Approval of June 2015 Minutes
4. Old Business (action items)
  - a. Mission statement: Start revision process
  - b. Building committee memberships: See June 2015 Minutes, Section A, Point e.
5. New Business
  - a. Revise EPC Membership: Add 2 faculty seats (Phung Huynh, Gloria Daims, both faculty)
  - b. EPC goals for 2015-16
  - c. Assessment of the implementation of the EMP:
    - 1) Timeline for completion
    - 2) Tracking the process: Develop matrix
6. Reports
  - a. IEC – KD/JM
  - b. Enrollment Management Committee – KD
  - c. EMP survey workgroup - JM
  - d. PASS –DdC
  - e. Grants Committee -DdC
  - f. VP Academic Affairs Report – KD
  - g. CDEC – (?)
7. Public Agenda Speakers
8. Items from the floor
9. Adjournment



## Final Report on PASS Initiatives Spring 2015

In 2011, LAVC joined Achieving the Dream (AtD) and made a commitment to instituting our AtD initiatives (locally branded as PASS) in a way that would impact the maximum number of students possible and achieve institutional transformation. The campus approved a four-year plan that is now drawing to a close with the successful institutionalization of the PASS initiatives.

### PASS INITIATIVES

Initiative	Intent	Outcomes	Institutionalization
Welcome Fair	Connection to college and identity as a Valley student (welcome home); more specific resources; information and skills needed for first weeks of school (how to be a student)	<p>Welcome Fairs were held in Fall 2012, 2013 and 2014. In all three cohorts, Welcome Fair students were more likely to be retained and be successful in their first semester and persist to the spring semester compared to incoming first-time students who did not attend. For example, Fall 2012 Welcome Fair students were more likely to be retained (89% vs. 85%), be successful (71% vs. 59%) and persist to the spring semester (74% vs. 52%).</p> <p>In subsequent semesters for the same cohort the impact of Welcome Fair drops off. For the Fall 2012 cohort, Welcome Fair students were more likely to earn a degree or certificate (7% vs. 2%) or be transfer ready (69% vs. 52%) by Fall 2014.</p>	The Welcome Fair has been included in the SSSP plan as part of the orientation pipeline and is being run under Student Activities. (Contact – Associate Dean of Student Services, Liz Negrete.)
START	Enrolled in math, English and Counseling 1 (formerly Pers Dev 1). Full SEP; success skills (e.g., time management, study skills); campus resources; some career planning.	A pilot of the START program ran in the spring 2013 semester with approximately 140 students. A larger cohort of 444 students was enrolled for the fall 2013 semester and the fall 2014 cohort is approximately 700 students. As the expected outcome is increased completion rates, we are not able to fully judge success yet, but early data shows START students success and persistence rates are generally similar to (or in some cases better than) non-START students. The START students have also been more likely to persist in the math and English sequences.	A cohort of 1000 is planned for Fall 2015. START is included in the Equity Plan. (Contact –Dean of Student Success and Support Services, Marco de la Garza.)

<b>Initiative</b>	<b>Intent</b>	<b>Outcomes</b>	<b>Institutionalization</b>
Clear Pathways	Additional packaging of pathways classes; FTEF distribution; student success checklists	Student success checklists have been established ( <a href="http://lavc.edu/success/">http://lavc.edu/success/</a> ) and FTEF analysis has been completed and given to EPC. Pathway creation is in progress.	Student Success checklist will be maintained by Student Services (contact – Dean of Student Success and Support Services, Marco de la Garza). Academic Affairs is taking over the FTEF analysis (contact – Academic Affairs Dean, Rudy Besikof). A recommendation will be made to the Senate to continue investigation of pathways (contact – Academic Senate President, Josh Miller).
Accelerated Math	Shortened developmental pathway	In spring 2013, of students on the longer Math 105/112 pathway, only 24% were ready to start Math 115 compared to 46% of those on the accelerated (Math 110) path.  When looking at a cohort of students who began their math sequence in Fall 2012 or Spring 2012, by summer 2014 only 10% of those starting in Math 105 had completed the gatekeeper class (Math 125) compared to 15% of those who began in Math 110.	Math 105 was archived effective Fall 2015 and the number of Math 110 sections has been increased. The Math Department is continuing to explore other ways to accelerate/shorten the pathway. (Contact – Math Department Chair, Steve Castillo)
Tutoring	Integrating student success skills into tutoring; subject-specific tutoring for basic skills math and English; support for accelerated pathways	In every semester for over ten years of data, students who received tutoring in the Writing Center or Math Lab were more likely to be successful and retained. This trend is continued in the most recent semester available (Fall 2014) where students who received tutoring had a higher success rate (51% vs. 46% for Math and 75% vs. 67% for English) and retention rate (79% vs. 77% for Math and 88% vs. 84% for English). In a spring 2013 survey, when essential academic skills were included students found it very helpful (89% Writing Center; 83% Math Lab) and almost all students reported using the learning strategies suggested by the tutors (100% Writing Center; 94% Math Lab).	The training of tutors to infuse essential academic skills has been institutionalized and is now overseen by the CARTS committee. The continued offering of workshops and tutoring sessions depends on the tutoring budget. The offering of workshops and tutoring sessions continues; the number varies depending on budget allocation. (Contact – Academic Resource Center Director, Scott Weigand)

The full institutionalization report and PASS recommendations to the college are available online at: <http://www.lavc.edu/pass/toolbox.html>.

## Los Angeles Regional Adult Education Consortium (LARAEC) <http://laraec.net/>

### Background

The California Legislature has committed funds to Assembly Bill 86 regional consortia of K-12 and community college districts to collaborate regionally to develop plans for expanding and improving adult education services by creating linkages between the two educational systems. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide seamless transitions for students.

### Program Areas

The AB86 grant provides planning and implementation funds to regional consortia to improve the delivery of adult education and address existing gaps in programs and services in five program areas:

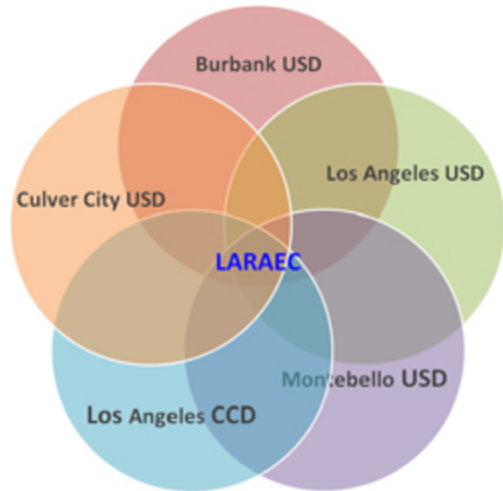
1. Elementary and secondary basic skills including classes required for a high school diploma or high school equivalency certificate
2. Classes and courses for immigrants eligible for educational services in citizenship, ESL, and workforce preparation classes in basic skills
3. Education programs for adults with disabilities
4. Short-term career technical education programs with high employment potential
5. Programs for apprentices

### Consortium Objectives

Grant funds will allow LARAEC to accomplish the following objectives for each of the five program areas:

1. Evaluation of current levels and types of adult education programs
2. Evaluation of current needs for adult education programs
3. Plans to integrate existing programs and create seamless transitions into postsecondary education or the workforce
4. Plans to address the gaps
5. Plans to employ approaches proven to accelerate student progress
6. Plans to collaborate in professional development
7. Plans to leverage existing regional structures

## LARAEC Members



- Burbank Unified School District
- Culver City Unified School District
- Los Angeles Unified School District
- Montebello Unified School District
- Los Angeles Community College District

## LARAEC's Vision

*“LARAEC will sustain, expand and improve adult education. It will create seamless programs and pathways to workforce and higher education that are regionally relevant, efficient, comprehensive, and that leverage community resources through a structured and collaborative interagency approach. Programs will be student centered, data driven and focused on best practices. Students will gain 21st century skills; meet their employment, academic and civic goals; and contribute to the economic vitality of the Los Angeles Region.”*

## LARAEC Funding

Source: California Assembly Bill 86

Grant Amount: \$1,751,663

Performance Period: March 5, 2014 – June 30, 2015

<http://laraec.net/wp-content/uploads/2015/02/LARAEC-Regional-Comprehensive-Plan-3-1-2015-Final.pdf>

## GRANT UPDATES

**Date:** June 5, 2015

**To:** Applicants/Dept. Chairs  
Area Dean, Laurie Nalepa  
Associate VP of Administration, Raul Gonzalez  
Dean of Institutional Effectiveness, Michelle Fowles  
Education Planning Committee, June Miyasaki  
Foundation Director, Raul Castillo  
Institutional Effectiveness Committee, Karen Daar  
President, Erika Endrijonas  
Public Relations, Jennifer Borucki  
VP Academic Affairs, Karen Daar  
VP Student Services, Florentino Manzano  
VP Administrative Services, Mike Lee

**From:** Grants Committee Chair, Deborah diCesare      cc Grant Committee Members

**Subject:** Grant Updates

Below is an update on new grant submissions as well as funding status to date.

### **FUNDED**

#### **LACCD DISTRICT-WIDE SUBMISSIONS**

Project Title: **AB86-California Pathways Trust #2 – FUNDED**  
Funding Agency: California Department of Education  
Grant Amount: \$1,000,000 (Valley College Portion)  
Funding Period: 2015-2017  
Project Director: TBD

Description: This is a district-wide grant initiated by LACCD. As a partner, LAVC will work with Van Nuys High School and James Monroe High School and employers to better prepare students in Advanced Manufacturing for the 21st century workplace and improve student transition into postsecondary education, training, and employment.

#### **MEDIA ARTS**

Project Title: **ICT & Digital Media-LA Region Deputy Sector - IDEAS**  
Funding Agency: Workforce and Economic Development / ITC Digital Media  
Grant Amount: \$200,000  
Funding Period: 2014-2015 **(RENEWED FOR 2015-2016)**  
Project Director: D. Watanabe

Description: This grant is focused on revision of curriculum at eighteen colleges to better align with business and industry needs. The secondary goal is to provide a better pathway for K-12 students to receive transfer units to community college.

### **NEW SUBMISSIONS**

#### **COOPERATIVE EDUCATION**

Project Title: **Valley Internship Pipeline Program (VIIP) – Pending**  
Funding Agency: California Community College Linked Learning (CCCLL) Work-Based Learning Development

Grant Amount: \$100,000.00

Funding Period: 2015-2016

Project Director: Doug Marriott

Description: While the LAVC Coop. Ed. Program seeks to continually improve work based learning experiences for community college students, there is currently the equivalent of one full-time faculty assigned to this area that includes employer outreach, career readiness and advancement seminars, alignment with campus CTE efforts and programs, management and expansion of the online job resource center, and related campus faculty duties. With CCCLL Work-Based Learning Development Funds, the LAVC VIPP seeks to serve sixty high-school students, while simultaneously aligning existing regional initiative and Linked Learning high school programs and “grounding up” best practices and solutions for high school community college partnerships that can serve as a model and be adopted throughout the state increase internship pipelines.

### **JOB TRAINING**

Project Title: **Workforce Accelerator Fund - Pending**

Funding Agency: EDD

Grant Amount: \$148,221.00

Funding Period: 2015-2016

Project Director: Paul Sabolic

Description: Funds will be used to offer three LA Fellows Academies and allow greater access and expansion of service to include CalWORKS.

### **MATH**

Project Title: **Title V, H.S.I. Cooperative Grant - Pending**

Funding Agency: USDE Office of Postsecondary Education H.S.I. Title V Cooperative

Grant Amount: \$650,000

Funding Period: 2015-2020

Project Director: Luz Shin

Description: The grant will have three activity areas: Faculty Development (LAVC lead), Adaptive Course Learning Projects (ELAC & LATTTC lead) and One Stop Student Support (ELAC). Valley College will actively participate in Faculty Development, explore the Adaptive Course Learning Project and be an observer for the One Stop Student Support component.

### **NOT FUNDED**

#### **MATH**

Project Title: **RE-C<sup>2</sup>, Research Experiences in Community College – NOT FUNDED**

Funding Agency: National Science Foundation

Grant Amount: \$30,926 - \$31,885

Funding Period: 2014-2019

Project Director: S. Castillo

Description: The goal of the grant is to create interest and to develop future Mathematic researchers. LAVC and other participating community college students will participate in intensive training in mathematical research at CSUN.





**GRANTS SUBMITTED  
JULY 1, 2014 - JUNE 30, 2015**

#	INITIATOR	DEPARTMENT	GRANTOR	GRANT AMOUNT	INDIRECT COSTS	FUNDED	NOT FUNDED	PENDING	Other*
1	Doug Marriott	Cooperative Ed	Work-Based Learning Development	\$ 100,000.00	\$ 3,846.00	\$ 103,846.00			
2	Luz Shin	Math Dept.	USDE Office of Postsecondary Education Title V Coop	\$ 650,000.00				\$650,000	
3	Paul Sabolic	Job Training	EDD LA Fellows/LAVC Foundation	\$ 148,221.00	\$ 5,921.00	\$ 154,142.00			
4	Dan Watanabe	Media Arts	CCCCO	\$ 200,000.00	\$ 7,692.00	\$ 207,692.00			
5		Academic Affairs	State of California Governor's Innovation Award	TBA				TBA	
6		Academic Affairs	CA. Department of Education Pathways Trust # 2	\$ 1,000,000.00	\$ -	\$ 1,000,000.00			
7	Paul Sabolic	Job Training	CCCCO-EWD	\$ 200,000.00	\$ -		\$200,000		
8	Barbara Schneider	Student Services	U. S. Department of Education TRIO	\$ 1,155,515.00	\$ 92,441.20	\$1,247,956			
9	Lucas Haley	Chemistry / Physics	NSF	Partnership				Partnership	
10	Sara Huang	Biology	National Institutes of Health TRES	\$ 275,000.00	\$ 15,000.00				\$ 290,000.00
11	Mary Cox	Nursing	California Community Colleges	\$ 132,437.00	\$ 5,093.00	\$137,530			
				<b>\$ 3,861,173.00</b>	<b>\$ 129,993.20</b>	<b>\$2,851,166</b>	<b>\$ 200,000.00</b>	<b>\$650,000</b>	<b>\$ 290,000.00</b>
<b>Totals Includes Indirect Costs</b>						<b>Total Funded</b>	<b>Total Not Funded</b>	<b>Total Pending</b>	

Summary		
<b>Submitted</b>	11	\$ 3,991,166.20
<b>*Full Grant Not Submitted by CSUN</b>	1	\$ 290,000.00
<b>Funded</b>	6	\$2,851,166
<b>Not Funded</b>	1	\$ 200,000.00
<b>Pending</b>	3	\$650,000

DEADLINE: MAY 15, 2015

1. Background: ELAC invited colleges in the district to be in the Coop grant and 2 colleges accepted the invitation: LATTTC and LAVC. LAVC will submit the Title V Cooperative Grant Proposal as Lead institution with the 2 colleges (ELAC and LATTTC). The Cooperative grant is \$650,000 per year for five years, split among the colleges in the coop. ELAC, under the leadership of John Rude, Associate Dean of Resource & Institutional Development is guiding the writing and budgeting process. ELAC will submit a Title V individual proposal of its own, and is also eligible to be in a Cooperative Grant proposal, not as lead institution, but as a member of the Coop.
2. Title V Expectations: Institutional, NOT student or academic support, can be funded with these grants. Students and faculty may benefit, but only within activities that have institution-wide impact. Projects must be designed to serve Hispanic students primarily, but not exclusively. Activities are targeted to “high need” students; i.e. minority, underserved, first-generation and low-income students. Applicants may identify any set of problems and almost any matching solutions, but the project should be evidence-based, and show strong probability of increasing retention, completion and graduation rates across the institution.
3. After meeting the prospective Coop colleges, the following components will be included:
  - a. Faculty Development (Faculty Innovations Academy) - Engage faculty members who teach high demand – low success courses or courses that that create bottle necks that hinders student’s program completion, to focus on modifying pedagogy and content delivery to improve Hispanic student success and academic quality. Faculty teams will have the opportunity to be trained in several models of course redesign that integrate active learning, student-centered learning, growth mindset and collaborative learning.
  - b. Adaptive Course Learning Project – Provide/develop an adaptive course learning system that modifies the presentation of course content material, to be tailored to student performance, with the intent of improving academic practice, student performance, student success and retention. Target groups students in developmental English and Mathematics.
  - c. One-Stop Student Support – Provide online and mobile interactive platforms to enhance “college student identity” for Hispanic and low-income first-generation students. Acquire software (and/or mobile apps), which students may use to navigate peer support networks, and keep track of their academic progress. Students and advisors will access “snapshots” to monitor individual progress, and connect at-risk students with resources that will help them achieve success.
  - d. Endowment Component – 10% of annual funds will be put in reserve with the Foundations as steward for a challenge match, sustainability activities and/or scholarships
4. Campus Engagement:
  - a. The Title V Coop Grant concept was introduced at the April 28<sup>th</sup> Chairs and Directors Meeting.
  - b. On April 30<sup>th</sup>, a more in-depth meeting was held to fine-tune the Faculty Innovation Academy and its integration with faculty Professional Development plan, activities and future funding. All faculty present expressed a professional development plan is needed and this could serve well as the launching point for future professional development plans, staffing and fiscal priority. Due to timing, Josh Miller, Academic Senate President, will send the concept as an information item to Academic Senate.

## **IEC – May 5, 2015 & EPC May 12, 2015 – Information Item - Title V Cooperative Grant Concept**

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April 30<sup>th</sup> attendees included Biology, Sara Huang, Counseling, Michael Gold, Communications & Senate President, Josh Miller, Academic Resource Center, Scott Weigand, Anthropology, Curriculum Chair, Becky Frank, Anthropology, PASS & Equity, Rebecca Stein, Environment Science/Earth Science, Meredith Leonard, Physics, John Altounji, Math STEM director Luz Shin and Academic Affairs, Deborah diCesare.

- c. Meeting with Deborah Kaye, Professional Development Coordinator, occurred on May 5<sup>th</sup> and she supports the project and expressed excitement to be part of the project.
- d. Meeting with Hahn Tran, IT Manager, occurred on May 4<sup>th</sup> and she gave input as to what technology and training would be beneficial for professional development. She recommended tablets as a technology tool that would be easy to maintain and will provide which models to purchase. Plan to purchase 30 tablets and IMS would be the “keeper” to check-in, check-out similar to request for equipment already established.
- e. Discussions occurred with Tino Manzano, Vice President of Student Services, about the One-Stop Student Support and institutionalization using Equity funds. (April 27<sup>th</sup>, April 30<sup>th</sup> and May 2<sup>nd</sup>)
- f. Office of Institutional Effectiveness multiple conversations about the data; external evaluator paid by grant to coordinate all three campuses. For Valley College, small budget allocation to assist with data pulling.

### 5. Facilities:

The Professional Development Area has cubicles, training space and potential office. If Project personnel are full-time faculty, they can use their existing space.

### 6. Institutionalization and Financial Sustainability:

- a. The train-the-trainer model will be one of the ways to institutionalize to lower costs.
- b. All grant staffing assignments are SFP and end with grant. Continued staffing will be done through campus Professional Development staff and offices.
- c. The Equity Plan and funds include a professional development component. The existing plans for Professional Development for the current Equity Plan can be leveraged along with the Title V in personnel, activities and funding.
- d. The Endowment component can be used for institutionalization.
- e. The State will allocate funds for Professional Development that can be partially used to fund the Faculty Innovation Academy in the future.

<b>Motion # :</b> <small>(assigned by Council)</small>	<b>Date Presented to IEC:</b> Revision of a previous motion? <input type="checkbox"/> Yes
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**I. Motion** **Date of Initiating Committee Action:**  
Initiator: :  Budget  EPC  HPC  PEPC  SSC  TC  WEC  IEC  Other (specify):

**Statement of Motion:** *(Use separate form for each issue.)*

**Rationale for Motion:** *(Specify how the motion supports the Educational Master Plan goals and strategies.)*

- Goal 1: Foster student completion by supporting a learner-centered environment
- Goal 2: Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.
- Goal 3: Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.

**Data Considered & Source(s):** *[Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]*

**II. IEC ACTION:**  
 Accepted by IEC  Modified by IEC  Rejected by IEC  Returned to Committee/Workgroup for Revisions

Statement of Modification *(if applicable)*:  
Reason/Rationale for Action:  
 Accept presented rationale.  
 Other:  
Date of Action: \_\_\_\_\_ IEC Chair Signature: \_\_\_\_\_

**III. PRESIDENT'S RESPONSE TO IEC:**  
 Accepted  Modified  Rejected

Implementation Date *(if applicable)*:  
Statement of Modification *(if applicable)*:  
Reason/Rationale for Action:  
 Accept presented rationale.  
 Other:  
Date of Action: \_\_\_\_\_ President's Signature: \_\_\_\_\_

Distribution:  Original to Official File  Copy to President  Posted to Web      Notifications to  IEC Chair &  Originator

**COST ANALYSIS REQUEST**

**Submit to Budget Office and IEC Chair**

REQUESTING COMMITTEE OR COUNCIL:

DATE:

<input type="checkbox"/> IEC	<input type="checkbox"/> Budget	<input type="checkbox"/> EPC	<input type="checkbox"/> HPC	<input type="checkbox"/> PEPC	<input checked="" type="checkbox"/> SSC	<input type="checkbox"/> TC	<input type="checkbox"/> WEC
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MOTION UNDER CONSIDERATION:

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REQUESTED ANALYSIS:

DATE NEEDED:

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NEW REQUEST       ADDITIONAL ANALYSIS FOR PREVIOUS REQUEST

ANY ADDITIONAL DATA OR INFORMATION FOR CONSIDERATION:

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COUNCIL CHAIR COMMENTS/ ADDITIONAL REQUEST FOR BUDGET OFFICE:

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COUNCIL CHAIR SIGN-OFF:

**COST ANALYSIS REPORT**  
*Prepared by Budget Office for IEC*  
**Date:**

**Purpose of Analysis**

The intent of this financial examination is to:

- Provide realistic financial projections before a decision is made.
- Show the potential impact of proposal.

**SUMMARY OF FISCAL DATA:**

Proposal Number	Costs (-)					Benefits (+)			Budget/Expense Impact
	Development Costs	Operational Costs	Other Costs	Total Costs	Recurring	Cost Reduction (Savings)	Other (specify below)	Recurring Savings	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
<b>Alternative(s) (including status quo):</b>									
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	

**NOTES:**

**ADDITIONAL AREAS OF IMPACT:**

**BUDGET OFFICE SIGN-OFF:**

Development Costs: Any costs associated with proposal prior to implementation.  
 Operational Costs: Direct costs if proposal adopted, i.e. Salary.  
 Other Costs: Other than direct or developmental, i.e. Benefits associated with salary expense.  
 Recurring Costs: Yes or No. *Y if costs will continue into subsequent fiscal years. N if not recurring.*  
 Cost Reduction: Any cost savings projected if proposal adopted.  
 Other (Specify Below): Any other anticipated savings.

Budget/Expense Impact: How much, in dollars will the budget or projected expenses be impacted?

<b>Motion # :</b> <small>(assigned by Council)</small>	<b>Date Presented to IEC:</b> Revision of a previous motion? <input type="checkbox"/> Yes
---	--

**I. Motion** **Date of Initiating Committee Action:**  
Initiator: :  Budget  EPC  HPC  PEPC  SSC  TC  WEC  IEC  Other (specify):

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**Data Considered & Source(s):** *[Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]*

**II. IEC ACTION:**  
 Accepted by IEC  Modified by IEC  Rejected by IEC  Returned to Committee/Workgroup for Revisions

Statement of Modification *(if applicable)*:  
Reason/Rationale for Action:  
 Accept presented rationale.  
 Other:  
Date of Action: \_\_\_\_\_ IEC Chair Signature: \_\_\_\_\_

**III. PRESIDENT'S RESPONSE TO IEC:**  
 Accepted  Modified  Rejected

Implementation Date *(if applicable)*:  
Statement of Modification *(if applicable)*:  
Reason/Rationale for Action:  
 Accept presented rationale.  
 Other:  
Date of Action: \_\_\_\_\_ President's Signature: \_\_\_\_\_

Distribution:  Original to Official File  Copy to President  Posted to Web      Notifications to  IEC Chair &  Originator

**COST ANALYSIS REQUEST**

**Submit to Budget Office and IEC Chair**

REQUESTING COMMITTEE OR COUNCIL:

DATE:

<input type="checkbox"/> IEC	<input type="checkbox"/> Budget	<input type="checkbox"/> EPC	<input type="checkbox"/> HPC	<input type="checkbox"/> PEPC	<input checked="" type="checkbox"/> SSC	<input type="checkbox"/> TC	<input type="checkbox"/> WEC
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MOTION UNDER CONSIDERATION:

--

REQUESTED ANALYSIS:

DATE NEEDED:

--

NEW REQUEST     ADDITIONAL ANALYSIS FOR PREVIOUS REQUEST

ANY ADDITIONAL DATA OR INFORMATION FOR CONSIDERATION:

--

COUNCIL CHAIR COMMENTS/ ADDITIONAL REQUEST FOR BUDGET OFFICE:

--

COUNCIL CHAIR SIGN-OFF:



**COST ANALYSIS REPORT**  
*Prepared by Budget Office for IEC*  
**Date:**

***Purpose of Analysis***

The intent of this financial examination is to:

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					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
<b>Alternative(s) (including status quo):</b>									
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	

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 Recurring Costs: Yes or No. *Y if costs will continue into subsequent fiscal years. N if not recurring.*  
 Cost Reduction: Any cost savings projected if proposal adopted.  
 Other (Specify Below): Any other anticipated savings.

Budget/Expense Impact: How much, in dollars will the budget or projected expenses be impacted?

EPC Motion to IEC  
Change in Membership

The current membership structure :

Administration:

- (1) Vice President, Academic Affairs – Co-chair
- (1) Administrator, Academic Affairs
- (1) Administrator, Student Services

Faculty

- (1) Executive VP of the Academic Senate – Co-chair
- (1) Representative from Chairs & Directors
- (2) Faculty at large

Staff

- (1) Representative from AFT 1521-A

- (1) ASU Student Representative

PROPOSED STRUCTURE

1. Increase faculty from the current 4 to 6.
2. Delineate faculty membership in the following way:
  - (1) Executive VP of the Academic Senate – Co-chair
  - (1) Representative from Chairs & Directors
  - (1) Representative from GE/Transfer
  - (1) Representative from CTE
  - (1) Representative from Basic Skills
  - (1) Representative from Faculty at large
3. Add one voting seat for a representative from CDEC (Can be rotating)
4. Add one voting seat for a representative from EMC (Can be rotating)  
(CDEC and EMC are both committees that report to EPC)