



Academic Senate of El Camino College 2014-2015

November 4, 2014

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

Co –Presidents	Chris Jeffries/ Claudia Striepe	VP Finance & Special Projects	Lance Widman
VP Compton Educ'l Center	Paul Flor	VP Academic Technology	Pete Marcoux
Curriculum Chair	Mark Lipe	Co-VPs Faculty Development	Kristie Daniel-DiGregorio
VP Educational Policies	Alice Martinez	VP Instructional Effectiveness	Karen Whitney
Secretary	Sara Di Fiori		

Adjunct

Kim Runkle (1 yr term) 14/15
vacant

Behavior & Social Sciences

Christina Gold 14/15
Kristie Daniel-DiGregorio 14/15
Daniel Walker 16/17
Lance Widman* 13/14
Michael Wynne 14/15

Business

Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center

Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Paul Flor 14/15
vacant

Counseling

Griselda Castro 14/15
Chris Jeffries* 14/15
Rene Lozano 16/17

Fine Arts

Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
Karen Whitney 14/15

Health Sci & Athletics/Nursing

Mark Lipe 14/15
Robert Uphoff 14/15
Mina Colunga 14/15
vacant
vacant

Humanities

Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
Ashley Gallagher 15/16

Industry & Technology

Patty Gebhart 15/16
Ross Durand 15/16
Mark Fields 15/16
Tim Muckey 15/16
Merriel Winfree 15/16
Lee MacPherson* 15/16

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Mathematical Sciences

Zachary Marks 15/16
Jasmine Ng 16/17
Megan Granich 16/17
Alice Martinez* 14/15
vacant

Natural Sciences

Sara Di Fiori 15/16
Miguel Jimenez* 15/16
Anne Valle 15/16
Mohamed Abbani 16/17
Ryan Turner 16/17

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.

Kristina Nakao

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

Ex-officio positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



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SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
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."
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2014

September 2	Alondra Room
September 16	Alondra Room
October 7	Alondra Room
October 21	Alondra Room
November 4	Alondra Room
November 18	Alondra Room
December 2	Alondra Room

SPRING 2015

February 3	Alondra Room
February 17	Alondra Room
March 3	Alondra Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2014

September 4	Board Room
September 18	Board Room
October 9	Board Room
October 23	Board Room
November 6	Board Room
November 20	Board Room
December 4	Board Room

SPRING 2015

January 22 (if needed)	Board Room
February 5	Board Room
February 19	Board Room
March 5	Board Room
April 9	Board Room
April 23	Board Room
May 7	Board Room

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

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept 23 & Oct 2	12:30-2:00	Alonda Room
Assessment of Learning Comm.	Karen Whitney Russell	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Paul Flor	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Jeffries (Fall only)	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

Committees

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 st & 3 rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake	2 nd & 4 th Thursdays	1-2:00	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you



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<p>H. FUTURE AGENDA ITEMS</p> <p>I. PUBLIC COMMENT</p> <p>J. ADJOURN</p>	<p>Articulation and CIDs – Lori Suekawa - November 18th</p>	
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ACADEMIC SENATE ATTENDANCE
October 2, 2014

NAME: INITIALS

Adjunt (1 year)

Kim Runkle
Vacant

Behavioral & Social Sciences

Daniel Walker XX
Christina Gold EXC
Kristie Daniel-DiGregorio XX
Lance Widman XX
Michael Wynn XX

Business

Phillip Lau XX
Tim Miller
Josh Troesh XX

Counseling

Griselda Castro
Chris Jeffires
Rene Lozano

Fine Arts

Ali Ahmadpour XX
Chris Wells XX
Russell McMillin EXC
Vince Palacios XX
Karen Whitney XX

Health Sciences & Athletics

Mark Lipe XX
Robert Uphoff
Mina Colunga
Vacant
Vacant

Humanities

Rose Ann Cerofeci
Pete Marcoux EXC
Kate McLaughlin XX
Barbara Jaffe XX
Ashley Gallagher XX

Industry & Technology

Patty Gebhart XX
Ross Durand XX
Mark Fields XX
Tim Muckey XX
Merriel Winfree XX
Lee MacPherson XX

NAME: INITIALS

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe

Mathematical Sciences

Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Alice Martinez
Vacant

Natural Sciences

Sara Di Fiori
Miguel Jimenez XX
Anne Valle XX
Mohamad Abbani XX
Ryan Turner XX

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Assoc. Students Org.

Kristina Nakao XX

Compton Education Center

Estina Pratt XX
Chris Halligan
Essie French-Preston
Paul Flor EXC
Vacant

Ex-Officio Positions

Ken Key (ECCFT) EXC
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:

Jean Shankweiler
Tom Lew
Irene Graff XX
William Garcia XX
Jessica Martinez (Union News)
Stefanie Frith/ Elise Geraghty.

ACADEMIC SENATE MINUTES

October 21, 2014

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting to order on October 21, 2014 at 12:39 p.m.

2. APPROVAL OF MINUTES

See pgs. 6-11 of packet for minutes of the October 7 meeting. There were minor grammatical changes to the minutes supplied by Co-President Chris Jeffries.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 13 - 21)

CS: We are highlighting the “Did You Know?” series for a refresher on what the Academic Senate does. Thanks to the entire campus for accreditation and the Great California Shakeout.

CJ: Retroactive checks for Step 16 and above will come in November. We’ll keep you posted (see pg. 13). One thousand dollar stipends will come this week. College council (see minutes in packet) is updating policies. The College Deans’ notes (pg. 17) include the new faculty evaluation forms, which have some changes regarding SLO’s and SLO reflections. Non-instructional faculty will evaluate ASO too. Ken Key from our union is available for clarification, as are the co presidents. In the Student Success Advisory Committee notes (pg. 20), note that the plan was submitted to the Chancellor with all signatures. Now we will implement plans. An additional 1.3 million makes a total of 2.27 million to spend. Early Alert, and datatel offers will be looked at Tuesday. We’ll have focus groups with students on the portal. Online orientation is available for students too.

CS: Chief Trevis spoke at last night’s Board Meeting. We can officially announce Dr. Arce’s retirement. We have time to throw a farewell party. Margaret Quinones spoke about PUENTE analysis and evaluation. No PUENTE leadership has yet been consulted. Dr. Fallo said the analysis will be based on data. Dr. Quinones asked for a review of the financial aid appeals process, and feels that it’s punitive to PUENTE students. Dr. Anaya of community development spoke about small programs, including a small business development center, partnerships with Space X, etc. The Cal Network for manufacturing innovation tries to keep manufacturing in California.

K. McLaughlin: At A Journalism of Community Colleges Journalism Event event, ECC had seven students and they did well on three platforms, and got general excellence on a range of standards. Jessica Martinez (present) won a lot of awards. We are proud of her.

CS: Compton’s debate team took second place recently at a competition. Did you know senate presidents don’t vote? We just present items. Also board policies are arranged in series. The 4000 series (academic affairs) is what we mostly address, but sometimes touch on others.

B. VP – Compton Education Center – Paul Flor

E. Pratt: Paul was going to talk about a proposed high school on campus with about 120 students from CUSD doing early college. CUD presented at the last senate meeting. The senate is in full support of this idea. Paul will fill you in. CS: He will report on the accreditation team visit too.

C. Chair – Curriculum – Mark Lipe (pgs. 22 - 31)

M. Lipe: the CCC minutes are available from the September 23 meeting. Quajuana Chapman, our curriculum advisor is here today. Alison Carr from humanities is interested in becoming the new chair next fall. We voted on the 14th. Q. Chapman: It's unanimous. We have a chair. M. Lipe: CCC typically votes in a new chair elect by the 13th week of spring term. We're excited to have Allison step up. Two years ago she attended the curriculum institute in San Francisco. We're excited to have her.

D. VP – Educational Policies – Chris Jeffries

We met last week and discussed BP AP5500 (student conduct). There have been changes from policy to procedure including sexual misconduct. We also looked at AP5520 (due process). We're looking at all of them together. The meeting will be next week. We hope to get it to you by the beginning of spring semester.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 32 -36)

K. Daniel-DiGregorio: We are busy promoting excellence and innovation, and discussing strategies for promoting excellence in book club. Adjunct nominations have been alerted. Our selection will be announced before the Dec. 4 Senate meeting. We're following up on flex day. Faculty are reminded of goals. Please reflect before Nov. 24 for 'Great Ideas'. We want to share more 'Great Ideas'. In December we'll host the "Getting the Job" workshop, with interviews in spring, and transitions from part-time to full time, these themes, etc. FDC (classroom strategies) will be considered toward the end of semester. Lots of things are happening.

F. VP – Finance – Lance Widman (pgs. 37 - 39)

PBC Minutes from 10/7 are on pg. 37-39: Accreditation Team Visit: This is a very thorough discussion of the linkage between planning and budgeting, stressing the "bottom/up" review process starting with the Divisions, to the VPs for prioritization, then to the PBC for review, and finally a recommendation to the President. The team visit shows how it works. I'm proud of this process. Arvin Spore has gone to Citrus, he was instrumental in putting this together. Now Irene Graff is carrying this flag. She's done a superb job carrying the effort forward as part of shared governance. I'm glad to be part of the process.

G. VP – Academic Technology – Pete Marcoux (pgs. 40 -41)

CS. Pete Marcoux wanted to advertise the next meeting and agenda. All are welcome to attend the meeting you may want to come to talk about laptops. Pete invited a speaker to our next meeting from 20 million minds.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 42 - 45)

On pages 42 and 43 you have the approved minutes from the ALC meeting. We've been talking about outreach for adjunct faculty to clarify the process for them. It can be difficult to communicate to them

because they are not here full time. We'll include a packet proposing different elements of assessment process to them. More information will be forthcoming. Here is a sampling of assessment of SLO's. I get a lot of comments about small classes, or multi-section assessments. Irene put together a team to discuss how to sample different sized assessment samples (see handout). Please note the difference between census and sample. Minimum sample size is 10 students or ten % of population, whichever is greater. Here are websites that can do random sampling for you. I think it will be very helpful to point faculty in this direction. Thank you.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime

Dr. Arce: Dr. Nishime is leaving for a two-week vacation after a successful accreditation visit. I'm passing out campus safety announcements about what to do during a crises situation. It's a small step. We're having to improve campus safety across the board just to raise awareness to a dangerous situation as a result of threatening students. There has been a lot of discussion regarding how the police might improve their response, how administrators might improve response time, and how staff members should react in emergencies. There is need for much more training and awareness. In an emergency, call 911 from a cell phone or landline, or call the 3100 number from cell phones. Either way campus police will know immediately. There are emergency phones on blue towers. The Nixel emergency alert system is detailed on the handout, with instructions to load it on cell phones. Follow directions exactly or you'll get all of Torrance. There's a lot more discussion we need to have. J. Schaeffer: were The AIMS team is meeting tomorrow. Dr. Arce. A meeting with the senate in the future would be valuable. We need to become more aware and have a plan. J. Ng: Why should we dial the longer number on cell phones? J. Troesh. It's faster to go to 911. Dr. Arce: The police department is very quick. We're raising the bar on discussion, information dissemination and technology, what kind should we use, a telephone a centralized PA system, etc. That's the discussion in general. That's what's going on. I'm happy to try to answer questions.

K. McLaughlin: On October 16, at 9:00 we noticed a suspicious character asleep in the humanities building. He came in to the newsroom. The students didn't know him. Stephanie called the police and I followed him around the building. He was disheveled. He looked like a zombie and stood around for 5 or 7 minutes. I took pictures. There are cellular black holes on campus. The guy walked into the library. He walked around looking at bags and laptops. I photographed him. He was typing on a student laptop. I felt comfortable, but the police didn't show up as of 9:35. They still didn't come up. Dr. Arce: bring it to attention of chief. K. McLaughlin: I plan too. Dr. Arce: I wouldn't have followed him. I would have called 911. I would not put myself in danger. S. Frith: 3100 should get a response. I told the dispatcher of concern. I would think that would be enough. Should I follow up? Dr. Arce: I'm talking about myself. I do a danger assessment. I call 911. We should call the chief. K. McLaughlin: We should call 911, not campus police. Dr. Arce: Do what's expedient. C. Wells. Is this a regional system? Or individual only? Dr. Arce: We're obtaining information on how other colleges contain crises. We use their information regarding training staff. The colleges have been trying as there is urgency with national incidences to move faster. This recent incident has triggered a higher response method. We have a need to improve. C. Wells: We have to reinvent something. A. Ahmadpour: We've asked for a telephone connected to police departments. It's not difficult to prevent issues. The campus is not sensitive to teachers; our problems are ignored until the problem is severe. We discussed it in the Union meeting yesterday. We wish to bring it to the general assembly. The lack of precise procedure should be revisited (and educating the campus before events). I heard this guy was a veteran, and disturbed, with a history. I don't promote

militarizing campuses instead of prevention. The presence of police is too strong, as is strong surveillance. CJ: Police come to the student services center really quickly. Was there evidence of ammunition? Guns? The capacity to carry out threats? Dr. Arce: I can't discuss this. I want to get back to Ali. These are good suggestions. We have a student discipline policy that is elaborate. It discusses many situations. Students have due process rights. We have to follow them unless you deem that the behavior is an emergency. A dean from the sister campus had an incident. A student kicked a dean. We should not typecast veterans. I taught after the Vietnam War. Most were excellent students. We have a veteran's center in Bill Mulrooney's department. They have counseling available. We have to assess danger. For example, I met with my staff, and asked them, "What will do in an emergency? How will you notify each other?" They have a code word. We have to develop ways to inform each other and act quickly. This is an open campus. We can't control who walks on or comes to class. Be vigilant, aware, sensitive, and don't deal with a psychotic episode yourself. A. Ahmadpour: I didn't mean to typecast veterans, but there are cases. In another incident, two people were coming selling books. I reported this to the police. Who are they? CJ: This is important but we must move on. The AIMS team is coming. Dr. Arce: When a process breaks down, we need to know about it. CS: Will everyone get a handout? Dr. Arce: We'll put it on the back of the next alert. We have a weblink to the American Psychological Association. It's informative. CJ: J. Schaeffer's brown bags are good place for this discussion. S. Herschenhorn (ESL): I understand that we can't know if Lemus had his residence visited. Did he own weapons? Dr. Arce: I'm not in a position to answer this. S. Herschenhorn: There were different photos that came out: one of a young man, and then an older one in the Daily Breeze. Has anyone been interviewed? S. Herschenhorn: How many cadets do we have? I've seen police cars. How many officers do we have? Has their role changed? Dr. Arce: I'm not in a position to discuss it. S. Herschenhorn: I have more comments. I went to the shooters training. I learned to block the door. I practiced with students. CJ: We've had a video with recommendations. We could put it on the website. T. Muckey: Next time maybe we can get a follow up? Dr. Arce: I'll ask the chief. S. Frith: Much of this is in The Union You can follow them on twitter. Jessica live tweeted from the hearing. Shed had that before the daily breeze. See eccunion.com, or follow the twitter feed.

5. UNFINISHED BUSINESS

- A. AP/BP 4040 – Library Services – Alice Grigsby This AP/BP describes and updates library policies and processes. This contains the strike-out version of the policy, and the procedure is new. This is the second reading (pgs. 46 - 48).**

CJ. The policy is shown in a format showing strike-outs. The procedures are all new. CS: We have a suggestion form Pete Marcoux showing procedure to amend (read blue text.) CJ: The added policy is in bold and complies with The Reader Privacy Act, to maintain library services. C. Wells: What is the Reader Privacy Act? A. Grigsby: It's a law recommended by the Ed Policy Committee. It's a Federal Law. C. Wells: Can we get a reference? A. Grigsby: Yes. CJ: Any questions on policy? Procedure? Any comments, anyone? This is a second reading. CJ: Asked for a motion. C. Wells: So moved as amended. M. Ichinaga seconded. There were no abstentions or nays. Please see Oct. 21 attendance roster for ayes.

6. NEW BUSINESS

- A. BP/AP 4050 – Articulation – Chris Jeffries. This BP/AP describes and updates the articulation process. This is the first reading (pgs. 49 -51).**

CJ: This is a first reading, articulation. Lori Suekawa is on the Ed Policies Committee. It's gone to Dean's council. The BP is on pg. 49. You can see additions there. The Deans wanted alignment with wording.

The last paragraph shoes new inclusions, out of state agreements, etc., especially those with historically black universities. Those are the main changes. C. Wells: Are these aligned with CID? CJ: It's part of statewide area, paragraph 1 in procedures. Any comments? Suggestions?

B. College Consultation Groups - Jeffries and Striepe. As recommended in *Making Decisions at El Camino College*, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. This document notes guidelines intended to assist in this process. This is informational only (pgs. 52-53).

CJ: This came from college council, from the "Making Decisions" document. This reminds the consultation committees of their roles: providing orientations, purpose, statement, goals, effectiveness, etc. Consultation committees were listed for the benefit of Senate (see pg. 52 in packet.) This is information only, no vote necessary.

C. AP 3050 - Institutional Code of Ethics – Chris Jeffries. This procedure is new and is being reviewed for information only. This is part of the consultation process and no vote is required (pgs. 54-57).

CJ: Another information item, AP3040 (pg. 54,) The Institutional Code of Ethics from College Council. The faculty board and staff thrive toward integrity and respect for others. If you have comments, College Council meets once a week. We'll bring it back for you. L. Widman: I don't see any teeth in here. I basically says, "Education is Good." It's like the boy scout code. Where does this go if someone violates it? C. Wells: The union should look at this too. L. Widman: Without any teeth it's a feel good statement. Dr. Arce. We follow due process under labor agreements. Were there an act of violation of district policy or federal law, we would follow up on that. We have instruments for implementing it. M. Lipe: I'm new to senate. What's the difference between an administrative procedure and a board policy? CJ: A board policy has an administrative procedure that goes with it. But administrative procedures are operational and don't have to be approved by board of trustees. Maybe this is a feel good procedure. Dr. Arce: It's probably required by the CCLC. CJ: It's in purview of 10 + 1, even if we don't vote on it. C. Wells. Area C is have a meeting. Do we have a representative? CJ. I'm going to the plenary. Claudia can't make it. Want to come with me? C. Wells: We'll talk about it. CJ: October 29 is deadline is for signing up. We are sorry we overlooked it.

7. INFORMATION ITEMS –DISCUSSION

A. Research conducted at El Camino College – Irene Graff (pg. 58).

I. Graff: thank you lance for your earlier comments. This was a huge team effort. In your packet you'll see a notice to go out to all employees regarding external research. Unaffiliated research, i.e. doctoral studies must comply with federal law. What about independent study? If it is not going to be published, it's outside the scope of the review board. Please follow the spirit to avoid harm and bias. Regarding volunteer sponsors, honor the protection of human subjects. A growing number of people want to follow community colleges. The PI's (primary investigators) need assistance on campus. IRP can't handle all of them. Who would serve as a volunteer sponsor? There is potential for flex credit for sponsorship. What should sponsorship look like? Teresa Palos and I facilitate contact with research subjects, or assisting with campus processes, relating unexpected events or questions to IRP. Sponsorship will not require your monitoring or supervision of research, only advisement on research protocol. You will not need a doctorate conferred to advise a doctoral candidate. M. Ichinaga: Will they be vetted? I. Graff: We want them to have a sponsor before they have approval. M. Ichinaga: Regarding potential liaisons with students. What are the ethics of this? Will students be asked if they want to volunteer? Will they be paid? I. Graff:

The faculty can always refuse.

8. FUTURE AGENDA ITEMS

A. A representative from 20 Million Minds will be presenting at the Nov 4th Academic Senate meeting.

B. Articulation and CIDs – Lori Suekawa

C. Active Enrollment Reports – Espe Nieto

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 1: 59
SD/ECCFall14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 20, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, Jeanie Nishime, Susan Pickens, Nina Velasquez.

1. The October 20, 2014 Board Agenda was reviewed.
 - a. Jose Anaya will give a presentation on Economic and Workforce Development.
2. Accreditation Team Visit - Team members were confused about the relationship between College Council and the Planning and Budgeting Committee. College Council will review its “Purpose Statement.” Team members were also confused about the relationship between El Camino College and the Compton Education Center.
3. BP 1200 (The El Camino College Mission, Vision, Values and Strategic Initiatives) was not taken to the Board this month. Section E will be updated to include a statement regarding “fiscal integrity.” A plan will be developed on how to meet the objectives outlined in the policy.



EL CAMINO COLLEGE

Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS

October 9, 2014

Present: J. Anaya, F. Arce, R. Bell, T. Bonacic, C. Fitzsimons, W. Garcia, E. Geraghty, I. Graff, D. Hayden, A. Hernandez, P. Humphreys, O. Hyacinth, C. Jeffries, S. Jones, B. Klier, T. Lew, G. Miranda, B. Mulrooney, R. Murray, R. Natividad, J. Nishime, D. Patel, K. Ragan, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader, J. Sims, C. Subramaniam, C. Striepe, R. Totorp, W. Warren

Other Guests: Teresa Palos

I. INFORMATION

A. Notes of 9/25/14: Distributed and reviewed.

B. CEC Update: R. Murray provided an update:

- A draft of the CEC SSSP Plan and Student Equity Plan are almost complete. The goal is to have the Student Equity Plan go to board by November 2014.
- The accreditation team met with PBC and various deans. Faculty and students attended the CEC Open Campus Meeting.

C. PBC Update: D. Patel provided an update:

- PBC held a special meeting on 10/7/14 due to the accreditation visit. The accreditation team inquired about structure, process of planning and budgeting and how decisions are made. The accreditation team wanted to understand how PBC operates.
- The change to the PBC Statement of Purpose was reviewed.
- The technology/instructional equipment list for Academic Affairs was distributed.

D. Academic Senate Update: C. Striepe provided an update:

- The accreditation team attended the Academic Senate meeting on 10/7/14.
- Chancellor Brice Harris' visit to CEC was discussed. Overall, it was a positive visit and Chancellor Harris discussed student opportunities.
- Mark Lipe (HSA) and Rachel Williams (Humanities) proposed an Honors curriculum to be passed.
- An Economics AA-T was passed.
- Kristie Daniel-DiGregorio presented on the proposed changes to the academic rankings that appear in the College Catalog. She also reported that the winner of the Outstanding Adjunct Faculty Award will receive a \$500 prize.
- BP/AP 3250 Institutional Planning and BP/AP 2410 Board Policies and Administrative Procedures were passed. BP 4040 Library had its first reading.
- Janet Schaeffer, Clinical Psychologist at ECC, presented on a Brown Bag meeting held on the fourth Tuesday of every month. The meeting provides faculty with a forum to discuss how to tackle distressed and problematic students in advance. The Health Center offers six free psychotherapy sessions a year for students (unlimited amount of sessions for disabled students).

II. DISCUSSION/ACTION

A. IRB & External Research Conducted at ECC:

- Teresa Palos is the new co-chair for IRB.
- Last year, IRB sent out a letter to all employees informing them of a policy on external research conducted at ECC. External research is research that is not for the college. Institutional and classroom research is excluded from the policy. The policy is in place to ensure the protection of human subjects.
- In the last three years, most of the requests have been for Behavioral and Social Sciences classes.
- Deans and directors should ensure that staff and faculty are informed of the policy. Questions can be sent to I. Graff or T. Palos.
- IRB recommends that prospective researchers identify an on-campus sponsor during the proposal process. IRB is currently developing guidelines on the scope of sponsor responsibilities and welcomes suggestions from Deans or Directors.
- Sponsors are individuals who serve as a contact/liaison to help facilitate researchers conducting studies on campus. A suggestion is to provide 2-3 hours of flex credit for volunteer faculty sponsors.
- There is a right of refusal for conducting research. Faculty, deans, directors, etc. can refuse surveys/research if they choose.

B. BP/AP 4050: Articulation: BP/AP 4050 was revised with minor changes. It has been to Ed Policies and will go to Academic Senate next week. Recommendations and comments regarding the policy can be sent to C. Jeffries by the morning of 10/16/14.

C. Veterans Program: Approximately 300 student veterans receive benefits at ECC, but there are an additional 700-800 student veterans that do not take advantage of the benefits. In the last few years, there have been regulatory changes and modifications to the Post 9/11 GI Bill. President Obama and Chancellor Brice Harris announced an executive order listing all of the services colleges must offer student veterans in order to fulfill the guidelines of the executive order. The college has a designated Veterans Center and a counselor that is dedicated to student veterans 50% of the time. One day a week, the center receives a counselor from the VA. Currently there is only one full-time staff member in Veterans Services. Program Review is approaching and student veteran success and services will be an area of focus. Recommendations and suggestions for this program can be sent to W. Mulrooney.

III. OTHER

A. Announcements:

1. T. Lew and J. Sims are the Academic Affairs representatives for the Student Equity Plan. Recommendations regarding the plan can be sent to them for representation. The main focus of the plan will be the improvement of African-American student success rate, retention and preparation for transfer.
2. ITS will work to process all of the faculty evaluations from students but divisions must ensure they are completed in the 7th and 8th week of classes.

3. The SRC is hosting an Open House event on 10/23/14 from 1:00 – 4:00 p.m. on the Library Lawn. There will be many activities including an obstacle course to test navigation abilities in a wheel chair. Flex credit is available.
4. The recruitment for Dean of Counseling will open next week. The title will be changed to Dean of Counseling and Student Success.



EL CAMINO COLLEGE
Vice President - Academic Affairs

TO: Faculty
Deans & Directors

FROM: Francisco Arce *FW*

SUBJECT: Full-Time Faculty Positions 2015-16

The faculty prioritization process was completed and President Fallo has approved 21 faculty positions for fall 2015. Three positions were not approved due to higher than average full-time to part-time ratios. These are Electronics & Computer Hardware, Computer Information Systems, and Librarian. Your contributions to the prioritization process are appreciated.

Accounting
Astronomy
Automotive Technology
Chemistry (2 positions)
Communication Studies/Forensics
Computer Science
Counselor - 50% Career/50% Generalist Counselor
Counselor - 50% Puente/50% Generalist Counselor
Early Childhood Education
English Composition (2 positions)
History
Kinesiology
Management (Business)
Mathematics (2 positions)
Music: Guitar
Nursing
Sociology
Weldfog

Four faculty positions were carried over from last year's recruitment: Counselor (2), Communication Studies, and Nursing. These positions will start in January 2015.

pc: President Fallo

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
October 14, 2014

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Lipe. Quorum was established.

Members:

Present: F. Arce, S. Bosfield, W. Brownlee, T. Bui, A. Carr, A. Cornelio, B. Flamenó,
E. French-Preston, A. Hockman, L. Houske, R. Klier, M. Lipe, V. Nemie, D. Pahl

Absent: S. Bartiromo

Ex-Officio Members:

Present: Q. Chapman, K. Nakao, L. Suekawa

Absent: M. Hall, W. Morris

Guests: D. Berney, D. Hayden, S. Rodriguez, J. Shankweiler, P. Sorunke

VICE PRESIDENT'S REPORT

F. Arce provided the committee with the results of the Accreditation Team Visit held on October 6-9, 2014. The College did very well and there were no recommendations or any needs for improvement. The college received a commendation on curriculum and student learning outcomes.

APPROVAL OF MINUTES

The minutes from the September 23 meeting were sent via email and approved by the committee.

CURRICULUM REVIEW

A. Full Program Review

The following certificate was reviewed and is ready for final action:

1. Jewelry Design and Fabrication Certificate of Achievement

B. Full Course Review

The following courses were reviewed and are ready for final action:

1. Computer Information Systems 13 (CIS 13)
2. Dance 220A (DANC 220A)
3. Oceanography 10 (OCEA 10)

C. Standard Review/Consent Agenda

The following courses were reviewed and are ready for final action:

1. Art 130 (ART 130)
2. Art 132 (ART 132)
3. Art 133 (ART 133)
4. Dance 120A (DANC 120A)
5. Dance 120B (DANC 120B)
6. Dance 130A (DANC 130A)

7. Dance 130B (DANC 130B)
8. Electronics and Computer Hardware Technology 130 (ECHT 130)
9. Electronics and Computer Hardware Technology 191 (ECHT 191)
10. English 15A (ENGL 15A)
11. English 15B (ENGL 15B)
12. English 36 (ENGL 36)
13. Fire and Emergency Technology 137 (FTEC 137)
14. Mathematics 170 (MATH 170)
15. Mathematics 180 (MATH 180)
16. Psychology 2 (PSYC 2)

CURRICULUM DISCUSSION

A. Full Program Review Proposal

Fine Arts Division

Jewelry Design and Fabrication Certificate of Achievement

Motion: Moved by E. French-Preston, and seconded by V. Nemie to approve changes in certificate requirements and units for Jewelry Design and Fabrication

Vote: Motion carried unanimously

B. Full Course Review Proposals

Business Division

The committee made the following recommendations to the course outline of record:

Computer Information Systems 13

1. Edit section III *Outline of Subject Matter*: Provide subtopics for topic numbers III, IV, and VIII.
2. Edit section II *Course Student Learning Objectives*:
 - a. Change wording in item #1 to read “Explain the development and use of information systems in business.”
 - b. Change wording in item #2 to read “Summarize the impact of the expanding scope of digital technology including.....”

Motion: Moved by D. Pahl, and seconded by A. Carr to approve course proposal including conditions of enrollment changes and committee recommendations for Computer Information Systems 13.

Vote: Motion carried unanimously

Fine Arts Division

Dance 220A – Intermediate Ballet A

Motion: Moved by W. Brownlee, and seconded by A. Carr to approve proposed changes for Dance 220A.

Vote: Motion carried unanimously

Natural Sciences Division

Oceanography 10 – Introduction to Oceanography

Motion: Moved by L. Houske, and seconded by W. Brownlee to approve course proposal including conditions of enrollment changes for Oceanography 10

Vote: Motion carried unanimously

C. Standard Review/Consent Agenda Proposals

Industry and Technology Division

Fire and Emergency Technology (FTEC) Courses

1. The committee returned FTEC 134 to the course proposer for major changes.
2. The committee tabled FTEC 130, 131, 132, 133, 135, 136, 138, and 139.

Motion: Moved by A. Hockman, and seconded by E. French-Preston to approve the sixteen standard review proposals including conditions of enrollment changes

Vote: Motion carried unanimously

CHAIR'S REPORT

- Chair Lipe was very impressed with the number of College Curriculum Committee (CCC) members who were in attendance to answer questions at the Accreditation Team Meeting on October 7.
- The next full review proposals will consist of three new honors courses proposed by the Humanities Department.

ADVISORY REPORT

- Q. Chapman emphasized the importance of meeting the due dates outlined in the curriculum review timeline.
- Curriculum review proposals must be completed and approved by the Division Curriculum Committee (DCC) by Friday, October 31. Priority consideration will be given to curriculum proposals submitted by the Industry and Technology, Business, Fine Arts, and Mathematical Sciences divisions.
- October 31 is the final submission deadline for the semester. The final meeting is a clean-up meeting to review and/or approve pending proposals submitted during fall semester. The committee will vote on several new courses during the month of October.

CCC CHAIR ELECTION

A. Carr was nominated to be the next CCC Chair. The CCC voting members returned election ballots to Q. Chapman. The Chair Elect is a one year position ending spring 2015 and the term for CCC Chair is two years. The new term begins fall 2015. Chair Lipe thanked the Election Committee for their time spent preparing for the election.

ADJOURNMENT

Chair Lipe called a motion to adjourn the meeting. W. Brownlee moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 3:30 p.m.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
October 14, 2014
Approved Curriculum Changes for 2015-2016

BEHAVIORAL AND SOCIAL SCIENCES

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Psychology 2 – Psychology for Effective Living

BUSINESS

**COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGES IN
CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation,
or Enrollment Limitation)**

1. Computer Information Systems 13 – Computer Information Systems
Current Status/Proposed Changes
Prerequisite: eligibility for English 84 ~~and Business 15 or Mathematics 23
with a minimum grade of C or qualification by testing (El Camino College
Mathematics Placement Test) and assessment~~

Recommended Preparation: Mathematics 23 or Business 15

Recommendation

Prerequisite: eligibility for English 84

Recommended Preparation: Mathematics 23 or Business 15

FINE ARTS

CTE TWO-YEAR COURSE REVIEW

1. Art 130 – Two-Dimensional Design I

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Art 132 – Advertising Design I

Current Status/Proposed Changes

~~Prerequisite: Art 131 or Art 141 with a minimum grade of C~~

Recommended Preparation: Art 131 or Art 141

Recommendation

Recommended Preparation: Art 131 or Art 141

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. Dance 130A – Beginning Modern Dance Technique I A

Recommendation

Dance 130A – Beginning Modern Dance A

**COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG
DESCRIPTION**

Current Status/Proposed Changes

1. Dance 130B – Beginning Modern Dance Technique I B

This course is the second in a sequence of ~~two~~ four levels of modern dance-I. This course focuses on the continued development of dance skills through modern dance movement, emphasizing combinations on the floor and standing or traveling through space. Technique skills are reinforced through creative expression of more complex movement. Attendance is required at dance events sponsored by the Center for the Arts.

Note: This course is required of all dance majors.

Note: Letter grade or pass/no pass option.

Recommendation

Dance 130B – Beginning Modern Dance B

This course is the second in a sequence of four levels of modern dance. This course focuses on the continued development of dance skills through modern dance movement, emphasizing combinations on the floor and standing or traveling through space. Technique skills are reinforced through creative expression of more complex movement. Attendance is required at dance events sponsored by the Center for the Arts.

Note: This course is required of all dance majors.

Note: Letter grade or pass/no pass option.

CTE TWO-YEAR COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Art 133 – Graphic Design

Current Status/Proposed Changes

~~Prerequisite: Art 131 or Art 141 with a minimum grade of C in prerequisite or equivalent~~

Recommended Preparation: Art 131 or Art 141

This course is an introduction to the concepts and processes of graphic design. Emphasis is placed on the ~~study of graphic design, students' work with computers in~~ application of raster, vector graphics, and page layout software, as well as ~~with~~ traditional art and design media. Problem-solving skills and the creative design process are emphasized through digital imaging, typography, identity design and page layout.

Recommendation

Recommended Preparation: Art 131 or Art 141

This course is an introduction to the concepts and processes of graphic design. Emphasis is placed on the application of raster, vector graphics, and page layout software, as well as traditional art and design media. Problem-solving skills and the creative design process are emphasized through digital imaging, typography, identity design and page layout.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Dance 120A – Beginning Ballet I A
Recommended Preparation: Dance 110 ~~or equivalent~~

Recommendation

Dance 120A – Beginning Ballet A

Recommended Preparation: Dance 110

Current Status/Proposed Changes

2. Dance 120B – Beginning Ballet Technique I B
Prerequisite: Dance 120A with a minimum grade of C

Recommendation

Dance 120B – Beginning Ballet B

Prerequisite: Dance 120A with a minimum grade of C

Current Status/Proposed Changes

3. Dance 220A – Intermediate Ballet II A
Prerequisite: ~~One semester of~~ Dance ~~120A~~ 120B with a minimum grade of C or equivalent

Recommendation

Dance 220A – Intermediate Ballet A

Prerequisite: Dance 120B with a minimum grade of C or equivalent

CHANGE IN CERTIFICATE; COURSE REQUIREMENTS, UNITS

1. Jewelry Design and Fabrication Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of ~~the courses listed below~~ all program requirements. At least 50% of the units for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ART 101	Art and Visual Culture in Modern Life	3
ART 110	Drawing Fundamentals I	3
ART 130	Two Dimensional Design I	3
ART 173	Introduction to Jewelry and Metalsmithing	3
ART 274	Jewelry Fabrication	3
ART 275	Jewelry Casting	3
BUS 24	Introduction to Small Business Entrepreneurship	3

9 units from:

<u>ART 101</u>	<u>Art and Visual Culture in Modern Life</u>	<u>3</u>
<u>ART 110</u>	<u>Drawing Fundamentals I</u>	<u>3</u>
<u>ART 130</u>	<u>Two-Dimensional Design I</u>	<u>3</u>
<u>ART 141</u>	<u>Digital Art</u>	<u>3</u>
<u>ART 160</u>	<u>Three-Dimensional Design</u>	<u>3</u>
<u>BUS 24</u>	<u>Small Business Entrepreneurship</u>	<u>3</u>

Total Units: ~~21~~18

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the units for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ART 173	Introduction to Jewelry and Metalsmithing	3
ART 274	Jewelry Fabrication	3
ART 275	Jewelry Casting	3

9 units from:

ART 101	Art and Visual Culture in Modern Life	3
ART 110	Drawing Fundamentals I	3

ART 130	Two-Dimensional Design I	3
ART 141	Digital Art	3
ART 160	Three-Dimensional Design	3
BUS 24	Small Business Entrepreneurship	3

Total Units: 18

HUMANITIES

COURSE REVIEW; CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. English 15A – Survey of British Literature I

Recommendation

English 15A – Survey of British Literature I

Current Status/Proposed Changes

2. English 15B – Survey of British Literature II

Recommendation

English 15B – Survey of British Literature II

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. English 36 – World Literature: 1650 CE to Present

Current Status/Proposed Changes

This course examines masterpieces of world literature from the mid-17th through ~~20th~~ 21st centuries as both reflections and progenitors of their cultures and nations of origin. Students explore the universal concerns of humankind as exemplified through the themes, forms, and trends of the literary works.

Recommendation

This course examines masterpieces of world literature from the mid-17th through 21st centuries as both reflections and progenitors of their cultures and nations of origin.

Students explore the universal concerns of humankind as exemplified through the themes, forms, and trends of the literary works.

INDUSTRY AND TECHNOLOGY

CTE TWO-YEAR COURSE REVIEW

1. Electronics and Computer Hardware Technology 130 – Digital Systems and Computer Logic I
2. Electronics and Computer Hardware Technology 191 – Introduction to Microprocessors and Interfacing
3. Fire and Emergency Technology 137 – Emergency Medical Services (EMS) / Legal Aspects/Documentation

MATHEMATICAL SCIENCES

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION

1. Mathematics 170 – Trigonometry
Current Status/Proposed Changes

This course includes a study of trigonometric functions, their inverses, ~~trigonometric~~ identities, equations, complex numbers, graphs ~~of trigonometric functions~~, and applications.

Note: One year of high school geometry is equivalent to Mathematics 60.

Recommendation

This course includes a study of trigonometric functions, their inverses, identities, equations, complex numbers, graphs, and applications.

Note: One year of high school geometry is equivalent to Mathematics 60.

2. Mathematics 180 – Precalculus
Current Status/Proposed Changes

This course is a preparation for calculus. Topics of study include polynomial, rational, exponential, logarithmic and trigonometric functions as well as their inverses. Matrices and analytic geometry are introduced, as well as sequences and series. The

application of these topics is stressed to enhance conceptual understanding of the material.

Recommendation

This course is a preparation for calculus. Topics of study include polynomial, rational, exponential, logarithmic and trigonometric functions as well as their inverses. Matrices and analytic geometry are introduced, as well as sequences and series. The application of these topics is stressed to enhance conceptual understanding of the material.

NATURAL SCIENCES

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGE IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Oceanography 10 – Introduction to Oceanography
Current Status/Proposed Changes
Recommended Preparation: eligibility for English 84 1A

Recommendation

Recommended Preparation: eligibility for English 1A



Assessment of Learning Committee (ALC)

Monday, October 13, 2014

Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Russell Serr and Karen Whitney

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Bob Klier
Dean’s Representative – Jean Shankweiler
Behavioral & Social Sciences – Janet Young
Business – Kurt Hull
Fine Arts – Vince Palacios & Harrison Storms
Fine Arts Associate Dean – Diane Hayden
Humanities – Argelia Andrade

Industry & Technology – Sue Ellen Warren
Industry & Technology Associate Dean – Daniel Shrader
Mathematical Sciences – Susanne Bucher
Natural Sciences – (Thomas) Jim Noyes
Inst. Research & Planning – Joshua Rosales
Library/LRU – Claudia Striepe
Compton Rep – Kendahl Radcliffe

Guests: Dr. Francisco Arce, Vice President of Academic Affairs
Preston Reed, Institutional Research and Planning

MINUTES

I. Call to Order

Meeting was called to order at 2:37 p.m.

II. Approval of Minutes

Bob K. moved to approve the minutes for the 9/22/2014 ALC meeting and the motion was seconded by Daniel S. Motion was carried.

III. Reports

A. Spring/Summer 2014 SLO and PLO Assessments (Bob Klier)

1. We are at 98% completion of inputting assessments into TracDat; Bob K. will collaborate with Isabelle P. to get the latest accurate list of programs that are still not entered in TracDat and he will contact the various divisions to get the status of those incomplete assessments.
2. We have done very well with entering assessments; the ACCJC visiting team was looking through TracDat and our SLO website for the reports and two of the members had positive comments about our reports.

B. Missing 3rd Week Report (Russell Serr)

Facilitators were supposed to turn in a 3-week report of classes that were cancelled for this semester; Russell S. reminded the ALC members and facilitators that if they still have not turned in the report, to do so as soon as possible to Bob K. or Isabelle P. so that those courses/SLOs that are scheduled to be assessed in Fall 2014 can be revised with a different timeline.

C. ILO Bullets - Discussion Board (Russell Serr)

Due to the hectic schedule everyone has had recently to prepare for the ACCJC visit, the coordinators and Isabelle P. have not been able to create the ILO Bullets discussion board on the MyECC portal. This will be done this week and the link will be sent to ALC reps and facilitators to post their input and suggestions for discussion at the next meeting.

D. Missing information on assessments (Russell Serr)

Russell S. noticed that, in looking at some of the PLO assessments reports entered on TracDat, some information are missing—mainly the actions and action dates are missing from the reports. He asked the ALC reps and facilitators to look at the SLO and PLO reports and fix the ones that have missing information or information entered in the wrong areas.

E. Senate Report (Karen Whitney – PowerPoint presentation)

1. Karen W. gave an update of what is happening in the Academic Senate in relationship to SLOs; one thing the Senate Executive Committee has been talking about since the contract was amended and in looking at the current contract language, there wasn't any true parallel between the language used for evaluation of the instructional faculty compared to non-instructional faculty—a change was made in the evaluation procedure of non-instructional faculty where they have to “effectively participate in Service Area Outcome process”. Several Senate members discussed the potential problems with the word “effectively”—i.e. it is very subjective and who decides what is effective and what is not; they thought it would be better if it was more specific, and at the very least, that the two evaluation processes were more parallel in the language used; they met with the ECC Federation of Teachers and proposed some language changes for the next round of contract negotiations.
2. For any concerns, input, and/or comments regarding this issue, ALC members can e-mail their thoughts, comments, recommendations, etc. to Karen W. and Claudia S.

F. ACCJC Visitation (Bob Klier)

1. Dr. Arce made a short visit to congratulate the ALC for their good work. 6 years ago, there were issues with a lot of areas that fall under Academic Affairs. This time, it's a different story; all the work that has been done in the college has paid off—everyone has worked together and there has been great collaboration between administration and faculty and the work of the ALC has gone beyond all expectations. He thanked everyone for all their hard work—all the effort and contributions of the facilitators, the coordinators, and Bob Klier for working with everyone, being focused and keeping everyone on-track. Karen W. stated that it was all a collaborative effort—a lot of work was accomplished all over the campus. Jean S. also mentioned that in addition to not getting recommendations, ALC also got commendations for the Assessment for Learning Committee and the Curriculum Committee. For the ALC, Bob K. stated that the commendation was for their strong work with Student Learning Outcomes at the Course, Program and Institutional levels. Jean S. stated that we met their standards but there were 10 things that we still needed to fix before the mid-term report.
2. ALC met with ACCJC on Tuesday; Bob K. thinks we responded very well to their questions and had good dialogue with the visiting team.
 - Bob K. stated that we assess the General Education Outcomes (GEOs) at the course level and that we are not going to add another layer of GEOs; we are going to use the ILOs to assess the General Education areas.
 - ACCJC liked the example reports the ALC showed them.
 - Bob K. thanked everyone for all their hard work.

IV. **Assessment Sample Sizes**

Handout: Sampling for the Assessment of Student Learning Outcomes

Preston Reed from Institution Research and Development was invited by the Coordinators to make a presentation on Sample Size and what would be some recommendations for Sample Sizes.

- Generally speaking, there are a lot of different recommendations, but what he tried to do is list some of these guidelines but does not want to make these a “one size fits all” for everyone.
- The larger the sample size is usually the better, but also consider different restraints one might have, e.g. feasibility, available time of instructor doing the assessment.

- Minimum recommendation is 10 students or 10% of the population of interest, whichever is greater. This is a recommendation, not an absolute.
- Different types of sampling, e.g. simple random sampling, stratified sampling, etc. (refer to attached handout).
- Russell S. asked what the best way is to get a random sample. Preston R. directed the committee to a website listed under “Simple Random Sampling” (refer to attached handout).
- In choosing a sample, the goal is to get as representative of the population as possible. If you’re sampling the entire population, it’s a Census, not a Sampling.
- Kurt H. asked if we are using this for our SLO assessments; Bob K. answered yes; Argelia A. shared that this is very helpful for a single faculty who teaches several sections and there is a very large number of students.
- Vince P. asked why would he select a random amount when it would be better to use all of the students’ results? Karen W. stated that it depends the type of assessment; there are certain areas where random sampling works better.
- Preston will send the Word document version of this attachment to Isabelle to upload to the SLO website as a resource.

V. Adjunct Faculty Involvement

- A. Karen W. shared documents and information that she has received from other facilitators/deans/ALC Reps regarding best practices for training adjunct faculty in general; she wanted the committee to keep in mind anything that they can use to focus on training adjunct faculty. She showed one video Tracdat training tutorial that Kevin Degan (Humanities) sent her, which is one of a few video tutorials he created and used for training the faculty in his division. The coordinators liked these videos and Kevin D. has agreed to let us use them on the SLO website as a resource for faculty. She shared a handout that Diane H. showing a 5 easy step process which could be used by any faculty but can streamline the whole process for adjuncts (i.e. “this is what is expected of you...”).
- B. Janet Young shared the faculty census that she conducted and surveyed the entire faculty in the Behavioral and Social Sciences Division. What she found is that the two departments in her division that are struggling and don’t have their SLO assessments done in time is where the full-time faculty do not go over the SLO process with their adjunct/part-time faculty.
- C. Karen would like to have an e-mail committee to put together a packet based on what other faculty have done that could be provided to divisions as an example of ways to reach out to adjunct faculty; this committee will not meet; just exchange ideas over e-mail; Janet Y. joined the committee.

VI. Communication ILO Assessment – Advisory Committee

- A. Russell S. is still putting together information from the alignment grids to see which PLOs align with the Communication ILO; will put this off until this information is gathered.
- B. There still have been no volunteers for this Advisory Committee, but because of time constraints, they will put together an Advisory Committee at the next meeting, hopefully with a few people from the ALC and some recommendations for people outside the ALC.

VII. PLO Norming Session

Handout: Quality PLO Assessment Checklist and 4-Column Unit Assessment Report for Developmental Math PLOs

- A. A sample of the PLO Assessment 4-Column report for Developmental Math was distributed to the committee for the norming session. SLO coordinators wanted to take different reports from different divisions to give facilitators an idea of what is in TracDat to compare what is a good report vs. one that

is not. Due to time constraints, however, only PLO #3 for Developmental Math was discussed at this meeting. The members were asked to rate/vote on each of the PLO sample criteria below with (1) Outstanding, (2) Above Average, (3) Average, (4) Below Average, or (5) Poor.

1. Completion
2. Target
3. Data with Analysis
4. Action Plan

B. After each vote, the committee discussed why each area received certain ratings. The following are the results of the norming session ratings for Developmental Math PLO #3:

1. Completion:
Outstanding - 36%; Above Average - 21%; Average - 21%; Below Average - 21%; Poor - 21%
2. Target:
Outstanding - 14%; Above Average - 43%; Average - 36%; Below Average - 7%; Poor - 0%
3. Data with Analysis:
Outstanding - 0%; Above Average - 9%; Average - 38%; Below Average - 38%; Poor - 15%
4. Action Plan:
Outstanding - 0%; Above Average - 8%; Average - 42%; Below Average - 42%; Poor - 8%
(What is entered under "Action Plan" should be entered in the "Analysis and Data" section.)

VIII. New Discussion

Daniel S. had questions for the committee, that have come up in the Industry and Technology area, regarding the way they are coming up with the SLOs and the way they are doing the assessments. He wanted to get the committee's feedback and is looking for some kind of structure or guideline that is workable and make it sustainable, so that they can inform their faculty, especially since some of their programs have a 2-year review vs. a 4-year review.

A. *When is a good time to change an SLO statement?*

- Karen W. stated that we should wait until the end of the semester to change an SLO statement, taking into account any and all of the research so that there's enough time to make sure everyone knows, before the beginning of the next semester, that there has been a change; Jim N. stated the discussion of the data can be included in the reasoning for changing the SLO statement.
- Bob K. added that it should not be a single faculty member pushing to change a statement—there should be conversation with other faculty in that program and since we're sharing statements with Compton, it needs to be reviewed by Compton faculty as well—it shouldn't happen overnight; that is why changes to SLO statements should go through the division's facilitator(s) so they can double-check to make sure everyone is in agreement.
- Janet Y. also stated that an SLO statement should not be changed in the semester that it is being assessed; however, it is okay to change an SLO statement if that SLO is not being assessed during that semester that the change is being made.
- Kurt H. commented that this happened in the Business Division last semester where there was one instructor who was changing the SLO statements mid-semester and not telling anyone about them; it is a one-person department with a few instructors teaching within that department, and it became a huge problem when the faculty, when assessing their courses, would ask who changed the SLOs mid-stream and didn't tell them about it. So the dean took over and made it a departmental function—if an SLO needed to be changed, it should include the data from one semester and it needs to go through a formal approval (should include some communication and conversation between the departmental faculty and the dean and the facilitator about the old SLO vs. the new SLO).
- Daniel S. wanted to see if there is a process, but it seems that each division has a different process; Jean S. shared that the Natural Sciences Division has a Division SLO Committee which approves the

changes and this might be something that Industry and Technology might want to do if they want to have a formal process. Jim N. stated that departmental meetings are when SLO statement changes should be discussed. Daniel S. suggested that for a one-person department, this discussion should possibly be done with the dean.

- B. *Faculty uses data the semester before for assessment done in the current semester so that they can get their assessments done on time and not miss the deadline.*

Russell S. stated that assessments are due three weeks into the semester *following* the semester the assessment was done so he believes this is ample time for faculty to use data from the current semester of assessment. For example, if an SLO is scheduled for a Fall 2014 assessment, the assessment should be done in Fall 2014 and the deadline for entering the data and analysis would be 3 weeks into the Spring 2015 semester.

- C. *How do you create a base level or a baseline to establish what students know before they start the class so that when you assess them at the end of the class, you know what they have accomplished?*

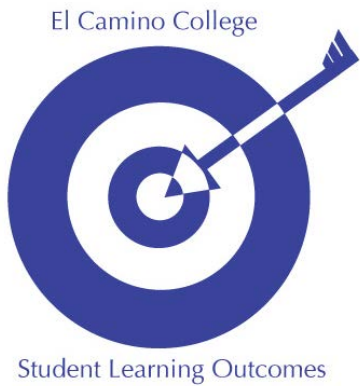
Daniel S. stated that their division does not have baselines set into their formal assessment process. Should he talk to faculty about creating baseline tests to give to students at the beginning of the course to see what they know or what kind of skills they have at that point, and then giving a similar test mid-semester to see how much a student has learned? Karen W. stated that it makes a lot of sense in Industry and Technology to do this because of the skills required or being taught in their programs. However, she doesn't believe it should be mandated to be a standard for the campus as it does not work in other divisions. Jim N. agreed and stated that in some cases it makes sense to do these baseline assessments, but in other cases it does not. Preston R. suggested considering the use of idea of "Practice Effect".

VIII. Next meeting – October 27, 2014

IX. Adjournment

Meeting was adjourned at 4:07 p.m.

FALL 2014 ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131	Facilitator Train-the-Trainer Sessions Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19	TracDat 101 Training Library Basement West	Upcoming Deadlines
September 8, 2014 September 22, 2014 October 13, 2014 October 27, 2014 November 24, 2014 December 8, 2014	October 14, 2014 November 25, 2014 December 2, 2014	Thursday, September 25, 2014, 1-2pm Wednesday, October 22, 2014, 3-4pm Friday, November 14, 2014, 1-2pm "Working" Workshop: Entering SLO Assessments into TracDat Library Basement West Friday, December 5, 2014, 1-2pm Wednesday, December 10, 2014, 3-4pm Thursday, December 11, 2014, 1-2pm	Fall 2014 Assessments - February 9, 2015



Quality PLO Assessment Checklist

_____ 1. **Completion –**

- Are all sections of the report complete (lead faculty, target, data and analysis, action plan with due date)?
- Is the information in the appropriate place?

_____ 2. **Target –**

- Is the target clearly defined?
- Is it stated that the target has been met/not met?
- Is it clear why the target was met/wasn't met?

_____ 3. **Data with Analysis –**

- Is there appropriate data to support whether the target was met or not?
- Is the scope of the findings appropriate for this PLO?
- Is the sample size of recommended limits (i.e. multiple courses used)?
- Have faculty analyzed the data (i.e. given a short narrative interpretation of the results)?

_____ 4. **Action Plan –**

- Is the action plan stated an appropriate result of the data and analysis?
- Is it a program wide action that can be implemented?
- Is it dated appropriately (i.e. within reasonable limits and before the next assessment)?

Fall 2014 SLO Training Schedule:



Entering Spring Assessments: working workshop. Led by Russell Serr.

Tuesday, Sept 2, 1-2pm
Wednesday, Sept 10, 3-4pm
Thursday, Sept 11, 1-2pm

TracDat 101: Learn the software basics. Led by Russell Serr.

Thursday, Sept 25, 1-2pm
Wednesday, Oct 22, 3-4pm
Friday, Nov 14, 1-2pm

Entering Fall Assessments: working workshop. Led by Russell Serr.

Friday, Dec 5, 1-2pm
Wednesday, Dec 10, 3-4pm
Thursday, Dec 11, 1-2pm

All trainings will be in the Library West Basement (ECC Campus).

To register for a training log into: <http://elcamino.flexreporter.com>

You will receive flex credit and a bag of M & M's for attending a workshop.



**Making the SLO Process
Meaningful and Manageable**

Board Policy 4050

Articulation

The ~~President~~/Superintendent/ President or ~~his/her~~ designee will assure appropriate articulation of the District's ~~baccalaureate-level courses and educational~~ programs with ~~four-year universities~~ four-year baccalaureate institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedures also may support articulation with other institutions, including those that are not geographically proximate but ~~that~~ whose partnerships are appropriate and advantageous for ~~partnership with~~ the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference:

Title 5, Section 51022(b); [53200](#)

Education Code section 66720-66744

Replaces Board Policy 6201.

(Renumbered from 4050 to 5045 and renumbered back to 4050)

El Camino College

Adopted: 4/21/03

Amended: 3/15/10

Draft: A. Martinez, 2/11/2014; Dean's council 10/16/14

El Camino College ~~follows~~ adheres to the Handbook of California Articulation Policies and Procedures (developed by the California Intersegmental Articulation Council) and the procedures established by the College Curriculum Committee for articulation.

~~with local high schools and occupational centers. The Curriculum Handbook is housed in the Office of Academic Affairs, division offices and the College website. secondary schools.~~

The articulation officer at the California Community College establishes partnerships with four--year university faculty and staff to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses such that the university has agreed to accept community college courses as being comparable or accepted in lieu of the university courses. The articulation agreements are separated into the following categories:

California State University (CSU) Baccalaureate List

University of California Transfer Course Agreement (TCA)

Private and Independent Agreements

Out of State University Agreements

General Education for Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth

Course to Course Agreements

Lower Division Major Preparation Agreements

The agreements are valid for a specific academic year. Any changes to the agreement, course curriculum, units, prerequisites, or substantive changes are sent to the articulation officers at the universities, University of Californianiversity Office of the President, CSU Chancellor's Office, ASSIST Database, and California Community College articulation officers.

The articulation officer along with instructional faculty and staff facilitate the process of developing articulation agreements with local high schools and occupational centers.

Articulated courses, where the faculty in the appropriate discipline have determined courses are comparable to El Camino College courses, may be accepted in lieu of community college courses to satisfy requirements for a certificate or associate degree program. El Camino College follows Board Policy 4235, credit by exam, procedures for the student to receive college credit for the course and for the credit to be denoted on the transcript.

Reference:

Title 5, Section 51022(b);
Accreditation Standard II.A.6.a;
Education Code section 66720-66744.

March 15, 2010