Academic Senate of El Camino College 2013-2014

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

Officers & Executive Committee

President	**Christina Gold**	Secretary	**Chris Jeffries**
VP Compton Educ'l Center	**Michael Odanaka**	VP Finance & Special Projects	**Lance Widman**
Curriculum Chair	**Mark Lipe**	VP Academic Technology	**Pete Marcoux**
VP Educational Policies	**Alice Martinez**	Co-VPs Faculty Development	**Claudia Striepe**
VP Instructional Effectiveness	**Janet Young**		**Kristie Daniel-DiGregorio**

Adjunct (1 yr term)
Nicholas Sean Bonness 12
Kathryn Hall 12

Behavior & Social Sciences
Janet Young 12/13
Christina Gold 13/14
Kristie Daniel-DiGregorio 14/15
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
Michael Odanaka* 13/14
vacant

Counseling
Griselda Castro 14/15
Chris Jeffries* 14/15
Dexter Vaughn 13/14

Fine Arts
Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
vacant

Health Sci & Athletics/Nursing
Tom Hazell* 13/14
Tom Hicks 13/14
Mina Colunga 12/13
Kim Baily 13/14
Robert Uphoff 14/15

Humanities
vacant
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
vacanat

Industry & Technology
Patty Gebert 12/13
Harold Hofmann 12/13
Lee Macpherson 12/13
Douglas Marston* 12/13
Merriel Winfree 12/13

Learning Resource Unit
Moon Ichinaga 13/14
Claudia Striepe* 13/14

Mathematical Sciences
vacant
Hamza Hamza 13/14
Arkadiy Sheynshteyn 13/14
Alice Martinez 14/15
Eduardo Barajas 13/14

Natural Sciences
Sara Di Fiori 13/14
Miguel Jimenez* 15/16
Anne Valle 15/16
vacant
vacant

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.
Stefan Ecklund

President/Superintendent
Thomas Fallo

Division Personnel
Jean Shankweiler
Tom Lew

Counseling   **Ken Key**

Ex-officio positions
ECCFT President
Sean Donnell
Nina Velasquez
Curriculum Chair
Mark Lipe
CEC Chair-Elect
Jerome Evans

Institutional Research
Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.
*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 2013		SPRING 2014	
September 3	Alondra Room	February 4	Alondra Room
September 17	Alondra Room	February 18	Alondra Room
October 1	Alondra Room	March 4	CEC – Board Room
October 15	Alondra Room	April 1	Alondra Room
November 5	Alondra Room	April 15	Alondra Room
November 19	Alondra Room	May 6	Alondra Room
December 3	Distance Ed Room (Lib166)		

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

FALL 2013		SPRING 2014	
September 5	Board Room	January 23 (if needed)	Board Room
September 19	Board Room	February 6	Board Room
October 3	Board Room	February 13	Board Room
October 17	Board Room	March 6	Board Room
November 7	Board Room	March 27 (if needed)	Board Room
November 21	Board Room	April 3	Board Room
December 5	Board Room	April 17	Board Room
		May 1	Board Room
		May 8 (if needed)	Board Room

AGENDA & TABLE OF CONTENTS

	discuss this item and provide direction. **C. BP3555 Restricted Smoking Areas** As previously decided by the Senate, Board policies and procedures that do not fall within the Senate purview of the Senate will be included in the packet but not discussed in the meeting unless Senators have specific concerns that they would like the Senate President to share with College Council.	
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**		

Committees

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2nd & 4th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Chris Wells Kristie DiGregorio Juli Soden	2nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader	1st & 3rd Thurs.	1-2:30	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.

ACADEMIC SENATE ATTENDANCE
15th, October 2013

Name: Initials

Adjunct (1year)
Bonness, Nicholas Sean
Hall, Kathryn   X

Behavioral & Social Sciences
Daniel-DiGregorio, Kristie   X
Gold, Christina   X
Widman, Lance   X
Wynne, Michael   X
Young, Janet   X

Business
Lau, Phillip   X
Siddiqui, Jay   X
Troesch, Josh   X

Counseling
Castro, Griselda   X
Jeffries, Chris   X
Vaughn, Dexter   X

Fine Arts
Ahmadphour, Ali   X
McMillin, Russell
Palacios, Vince   X
Wells, Chris   X
VACANT

Health Sciences & Athletics
Baily, Kim
Colunga, Mina   X
Hazell, Tom   EXC
Hicks, Tom
Uphoff, Robert   X

Humanities
Jaffe, Barbara   EXC
Marcoux, Pete   SAB
McLaughlin, Kate
VACANT
VACANT

Industry & Technology
Gebert, Pat
Hoffmann, Ed   X
MacPherson, Lee   X
Marston, Doug
Winfree, Merriel   X

Name: Initials

Learning Resources Unit
Ichinaga, Moon   X
Striepe, Claudia   X

Mathematical Sciences
Barajas, Eduardo
Hamza, Hamza   X
Martinez, Alice   X
Sheynshteyn, Arkadiy   X
VACANT

Natural Sciences
DiFiori, Sara   X
Jimenez, Miguel   X
Valle, Anne   X
VACANT
VACANT

Academic Affairs & SCA
Arce, Francisco   X
Nishime, Jeanie   X
Lam, Karen

Assoc. Students Org.
Ecklund, Stefan   X

Compton Education Center
French-Preston, Essie   X
Halligan, Chris
Odanak, Michael   EXC
Pratt, Estina
VACANT

Ex-officio Positions
Donnell, Sean (ECCFT)
Velasquez, Nina (ECCFT)
Evans, Jerome (CEC-VP)
Lipe, Mark (CCC Chair)

Deans' Reps.; Guests/Other Officers:
Blake, Sara   X
Graff, Irene   X
Pineda, Carolyn   X

ACADEMIC SENATE MINUTES
October 15, 2013

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

Academic Senate President Gold called the fourth Academic Senate meeting of the Fall 2013 semester to order on October 15, 2013 at 12:36pm. The meeting was held in the Alondra Room.

Approval of last Minutes:
A handout was provided for minutes of the October 1, 2013 meeting. As there were no corrections, the minutes were approved as submitted.

OFFICER REPORTS
Academic Senate President's report – Christina Gold (CG)
CG directed us to page 5 of the packet which includes the list of Senate and Campus Committees and pointed out that the Enrollment Management Committee has been disbanded and replaced with the Student Success Advisory Committee. This committee is a campus-wide unified response to the Student Success Task Force recommendations. This group has only met once and basically worked on its purpose statement. In the future, the Senate packet will include minutes from this task force.
College Council minutes can be found on page 6. The council has mostly been working on its goals for 2013-14. Three new Human Resources policies will be discussed later on in the meeting.
The minutes of the Council of Deans can be found on pages 7-9. Pay particular attention to page 8, Item A which indicates a change of when grades are due for the fall semester. The grades are now due by Friday, December 20, 2013 to help accommodate for the earlier start of the spring semester. Also MIS reports are due to the Chancellor's Office by 1/10/14, so an earlier submission is required. Please plan ahead.
Pages 10-11 include the FTES and Section Comparisons Goal for 2013-14. Dr. Arce reported that we are currently 465 FTES in the hole and our new FTES goal is 18,935. He has added sections for the spring and we are now at 4,623 sections. We are currently in a growth mode and he has been working with the faculty and the deans to make sure we meet this goal. We are currently down about 200 FTES this semester, so we must work harder to fill up classes and it is critical we get students enrolled for the spring.
L. Widman asked why summer school could not make up for these FTES and Dr. Arce stated that summer just didn't give us enough FTES. He explained that we had two new apportionment increases that hit us last year, so we entered into this year in a deficit. L. Widman expressed concerns of who will be looking into enrollment management since the Enrollment Management Committee has been disbanded. Dr. Nishime said that we are taking actions such as increasing our high school outreach program by bringing counselors out to the high schools again. She indicated that enrollment management falls under Dr. Arce's office, the deans, and our marketing department. K. Hall asked if we are losing FTES due to no longer offering winter and Dr. Arce noted that it is just a general all around deficit felt throughout the state. C. Wells asked why all the sections that had waitlists just weren't opened up into new sections and Dr. Arce said they did do that in some instances, but the fill rates have just gone down. C. Wells wondered if we couldn't just expand classes that have the greatest need and Dr. Arce said they were selective when adding classes.   CG wondered if the Student Success Initiative might not have some enrollment implications and Dr. Nishime said that yes it will to a point especially with the changes to the BOGG fee waiver in 2015.
CG next covered some recent legislation that was signed by the governor. **SB 490 – Early Assessment Program: Common Core Academic Content Standards**. This bill encourages California community college districts that participate in the Early Assessment Program (EAP) to consult with the Academic Senate of the California Community Colleges to work toward sequencing their pre-collegiate and transfer

level English and math courses to the common core academic content standards. **AB 955 – Community Colleges: Intersession Extension Programs.** Despite opposition from the community college Academic Senate and some concerns from the Chancellor's Office, Governor Brown signed this bill allowing a few community colleges to charge more for high-demand courses. It creates a pilot program at six community college campuses including LBCC allowing them to offer over-enrolled classes during summer and/or winter at much higher fees ($104-404 per unit, instead of $46). It would basically be the same as out-of-state fees. C. Wells feels that most schools will choose not to do this even though it is allowed. P. Lau wondered what the purpose of the law was and it was answered so that students can finish their degrees faster. V. Palacios feels that certain classes like ceramics would work in this system because he knows that many students would be willing to pay higher fees just to have access to the studios which for the lifelong learner has now been cut off due to the repeatability laws.

CG gave kudos to the curriculum team because many portions of the Curriculum Handbook can now be found on-line! It is much more user friendly. Special thanks to Jenny Simon who spearheaded it and also to M. Lipe and Essie French-Preston from Compton for completing it.

VP – Compton Educational Center report – Michael Odanaka (MO)
MO couldn't be at the meeting, but E. French-Preston reported for him saying that there will be six positions open at the Compton Center for 2014. The Senate will also be voting on their by-laws one section at a time instead of the entire package since that didn't work the last time.

Curriculum Committee report – Mark Lipe (ML)
ML said they are behind in getting the minutes completed, but they will be in the next packet.

VP – Educational Policies – Alice Martinez (AM)
AM said that most of the policies and procedures are being worked on right now and will be brought to the next meeting.

Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)
The minutes of the October 8, 2013 Faculty Development Committee meeting were provided as a handout. The nominations for Outstanding Adjunct Faculty Award are due this Friday, October 18th. The Committee is also looking into starting a full-time outstanding faculty award.

VP- Finance – Lance Widman (LW)
LW wanted to follow up to his comments regarding the lack of enrollment management on our campus. He has seen enrollment go through feast or famine and he is concerned that too much of our focus has turned to the Student Success Initiative and not enrollment management. The PBC is concerned with the impact of the change in the BOGG fee waivers and feels enrollment management deserves more focus and concern.

VP – Academic Technology – Pete Marcoux (PM)
No report. On sabbatical

VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update – Janet Young (JY)
JY gave kudos to Irene Graff and Carolyn Pineda of Institutional Research because without them the ILOS would not have been done! JY also praised the faculty because 98% of the programs have three or more PLOs and those with one or two have been justified. Everything got put into TracDat by 5pm on October 4th. November 8th is the deadline for the revised SLOs. The quality has really improved on these and as an institution, we are really getting it. JY provided a handout of the SLO TracDat Template. This will be used to set up assessments. Additional TracDat trainings have been added. Faculty can use Flex Reporter to sign up for these. The ALC Committee has approved their mission statement.

SPECIAL COMMITTEE REPORTS
ECC VP of Academic Affairs and ECC VP of Student and Community Advancement –
Francisco Arce and Jeanie Nishime (FA and JN)
JN reported that the ACCJC follow-up report was mailed and electronically sent out on Friday, October 11th. Now we are just waiting on dates for the site visit.

Basic Skills, Humanities Basic Skills Coordinator – Sara Blake (SB) – pages 13-16
SB and Art Martinez, the Math Basic Skills Coordinator, along with consultation from the Basic Skills Advisory Group, composed and submitted to the Chancellor's Office an overview and assessment of how the college is assessing spending of BSI funds and how well the college is doing in meeting the needs of our Basic Skills students. A narrative data analysis is now required and the first question asked is "How is your college assessing how it uses its BSI funds and how these funds are related to your college's education master plan?" The three extended curricular activities that target basic skills education are tutorial support, supplemental instruction and counselor intervention. The counselor intervention involves counselors coming into the classrooms and providing support services and developing educational plans for the Basic Skills students. A Summer Math Academy was also instituted and is designed for students who scored low in the math placement test, reviewed in the Academy and then retested to see if they could score into a higher math class. Professional development is also required for Basic Skills instruction, so programs such as the Reading Apprenticeship were developed to support this requirement. The second question asks "What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?" One of the biggest problems is the coding of ESL classes which makes some of the data collection difficult. Other areas of concern are the lack of counselors available to go out to the basic skills classes and getting adjunct instructors to participate in the initiatives since they are usually not offered stipends. Other areas of concern were listed in the report. A third question is "What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?" The IR Office is continuing to track student cohorts participating in tutoring, in the Summer Math Academy and in counselor intervention programs as they progress to the transfer level courses. These studies include the accelerated math sequences, compressed reading and writing courses, and a pilot under development for an integrated reading and writing course. Finally the question is asked "Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?" The data analysis did show the program was more successful in 2010-2012. There was a 3% increase in students beginning three levels below transfer in reading and progressing to transfer level in 2010-12 over 2008-10. Analysis also shows a 2% increase in students taking writing courses two levels below transfer for those same years. The success rates of students enrolled in the FYE-supported compressed reading and writing courses was significantly higher with 69% success rate for writing and 70% for reading as compared to a control group of 23% for writing and 29% for reading. ESL success rates were harder to come by due to the coding error. For math there was an improvement of 4% for the success rate from the 2008-10 cohorts and the 2010-12 cohorts. Students who participated in the Basic Acceleration Math program (BAM) saw 5.5% of them passing a transfer level course within 2 years compared to 0.4% of students in the traditional four-level math program. The disaggregated data for both math and English reading/writing saw superior performance of EOPS students probably because of student support services provided. Unfortunately the data also shows a relatively poor performance of African-American students in both math and English courses. K. Hall pointed out that adjunct cannot teach the compressed/accelerated courses because there are offered four days per week and most adjuncts teach at other campuses, so they cannot do that. SB announced that the English Department is working on combining the reading and writing courses into two five unit courses

or 6 hours per week instead of the current six units for eight hours by fall 2014, so this may help the adjuncts.

Faculty Position Identification Committee - Chris Gold (CG) – pages 17-25
CG went over the full time faculty hiring procedures which are outlined in the faculty contract along with the Faculty Position Identification Form which can all be found on pages 17-25. The Faculty Position Identification Committee recommends to the president who in turn normally accepts those recommendations with minor changes. Area A.1. of the form found on page 21 was modified to include the recommendations in the annual plan or the recent program review. Question #2 was changed to more accurately reflect the needs for librarians and counselors. Deans normally propose positions through consultation with the Division Councils. The contract requires a campus-wide approval process in which the dean from each division along with one faculty member from that division is appointed by the Senate upon approval of the Senate president. Page 19 includes the timeline for this year's approval process with the final meeting to occur on Tuesday, November 5th from 2-4:3pm.

UNFINISHED BUSINESS
Senate 2013/14 Objectives and To Do List – pages 26-27
This is the second reading of the AS Objectives. There was a change on page 27 under III) c). It was edited for accuracy. The Compton Center will first apply for accreditation as a college within the ECC District as a second college and then ultimately, Compton College will be established as a separate college upon the recommendation of El Camino College. J. Young made a motion to accept the AS Objectives and C. Wells seconded it. It was approved unanimously and these will be posted to the Academic Senate website.

General Education Outcomes – pages 28-29
This is the second reading of the GEOs, which have been brought to us with the approval of the Assessment of Learning Committee. CG reminded us that we are only voting on statements of general education descriptions and not individual courses. We will be using SLO assessments to assess the GEOs. A motion to support the General Education Outcomes was moved by C. Wells and seconded by M. Lipe. The motion was approved unanimously.

Proposed Planning Model –pages 30-34
This is a second reading of the new draft ECC planning model that was developed in full consultation with the campus. It was noted that there was a title change from Institutional Effectiveness Model to Planning Model. In the narrative description, student success was added as a purpose to all this planning. J. Young acknowledged Irene Graff for bringing the model to all bodies and incorporating all the suggestions. I. Graff appreciates the faculty input and also credited Robin Dreizler for coming up with the concept of the model. J. Young made a motion to approve the Proposed Planning Model and A. Ahmadpour seconded it and it was approved unanimously.

NEW BUSINESS
None

INFORMATION ITEMS – DISCUSSION
College Council has asked for faculty feedback on the following three policies/procedures. They are not in the purview of the Senate, so they are information/discussion items only.
   A) BP/AP 7110 Delegation of Authority – pages 35-36
       Basically this policy and procedure allow us to hire people. The CLC template is being used and it is being updated from 5/21/01.
   B) BP 7510 Domestic Partners – page 37

This is a new policy and it is following state law. We can raise that bar if we so wish through our contract.

C) BP/AP 7700 Whistleblower Protection – pages 38-41
This too is a new policy and procedure and it encourages employees to report unlawful activity with protection from retaliation.

M. Ichinaga had a comment regarding AP 7110, Delegation of Authority, found on page 36. The Learning Resources Unit had an issue with Human Resources where they had dictated a past practice in hiring which the librarians thought was too rigid. M.I. wonders how much authority is given to the district when describing the responsibilities of a position. The issue had to deal with minimum qualifications and whether they should be placed as required or desirable. C. Wells indicated that he thought the minimum qualifications were determined by the state and anything above that is placed under desirable. F. Arce indicated that if a department wants to have different minimum qualifications that exceed the state requirement then there is a process in place to raise these. The librarians request would have to go under desirable since they never went through this process. CG said she would look into this and get back with us.

A. Ahmadpour was wondering why we had to have a policy for whistleblower protection when there are already state and federal laws that protect employees. J. Nishime said we are legally required to have a policy and all CLCC templates have been approved by lawyers. J. Troesh said that the laws are intended to be vague. CG said she will bring these concerns back to College Council.

ADJOURN
The meeting adjourned at1:49pm.
CJ/ECCFall13

ACADEMIC SENATE ATTENDANCE
5th, November 2013

Adjunct
Bonness, Nicholas Sean
Hall, Kathryn   X

Behavioral & Social Sciences
Daniel-DiGregorio, Kristie   X
Gold, Christina   X
Widman, Lance   X
Wynne, Michael   X
Young, Janet   Exc

Business
Lau, Phillip   X
Siddiqui, Jay
Troesch, Josh   X

Counseling
Castro, Griselda   X
Jeffries, Chris   X
Vaughn, Dexter

Fine Arts
Ahmadphour, Ali   X
McMillin, Russell   X
Palacios, Vince   X
Wells, Chris   X

Health Sciences & Athletics
Baily, Kim
Hazell, Tom
Hicks, Tom
Uphoff, Robert   X

Humanities
Jaffe, Barbara   X
Marcoux, Pete   SAB
McLaughlin, Kate

Industry & Technology
Gebert, Pat   X
Hoffmann, Ed   X
MacPherson, Lee   X
Marston, Doug
Winfree, Merriel   X

Learning Resources Unit
Ichinaga, Moon
Striepe, Claudia   X

Mathematical Sciences
Barajas, Eduardo
Hamza, Hamza   X
Martinez, Alice   X
Sheynshteyn, Arkadiy   X

Natural Sciences
DiFiori, Sara   X
Jimenez, Miguel
Valle, Anne   X

Academic Affairs & SCA
Arce, Francisco   X
Nishime, Jeanie   X

Compton Education Center
French-Preston, Essie
Halligan, Chris
Odanaka, Michael   X
Pratt, Estina   X

Ex-officio Positions
Donnell, Sean (ECCFT)
Velasquez, Nina (ECCFT)
Evans, Jerome (CEC-VP)   X
Lipe, Mark (CCC Chair)   X

Deans' Reps.; Guests/Other Officers:
Irene Graff   X

Additional Faculty Attendees
Timothy Muckey
Holly Schumacher
Tawnya Cole
Kate Beley
Sue Bickford
Lars Kjeseth
Mary McMillan
Lori Suekawa
Thanh-Thuy Bui
Rosselle Pescatori
Anna Hochman
Howard Story
Brian Mims
Anna Brochet
Tim Miller
Ashod Minasian
Sara Blake
Jessica Padilla
Zachary Marks
Florence Baker
Cristina Pajo
Matt Kline
Kelvin Harris
Susan Taylor
Julie Land
Juli Soden
Matt Cheung
JanicePou-Ishikauto
RoseAnn Crofeci

ACADEMIC SENATE MINUTES
November 5, 2013

Academic Senate President Gold called a special plenary session of the Academic Senate to order on November 5, 2013 at 12:38pm. The title was "Student Success: A Plenary Meeting of the ECC Academic Senate" and all faculty were invited to attend. Lunch was provided and flex credit was given. The meeting was held in the Alondra Room.

The agenda included three presentations and then a break-out into groups for faculty discussion and reporting. A handout was provided for the participants and pages listed in these minutes will refer to pages in that handout.

Christina Gold, Student Success and the Academic Senate of California Community Colleges (CG):
CG started her presentation by referring to two publications from the state-wide Academic Senate. The first is titled "Searching for an Authentic Definition of Student Success" (pgs. 2-3) and the second is "Student Success, Novel Idea?" (pg. 4) CG suggested we think about our mission as a community college and how we as faculty along with students define student success. We need to think critically on how we can implement the Student Success Initiative or SB 1456 and more globally Obama's College Completion Agenda. CG, being an historian, started with the history of public education in our country. CG discussed the philosophy of Thomas Jefferson and his ideas of the "thoughtful citizen" and how it could be equated to the "common core" being taught in K-12 schools. She continued with Alexander Hamilton and his "productive worker" and how it relates to the new student success initiative. In fact, she sees the American Graduation Initiative found on pages 14-16 to be a very Hamiltonian approach. CG added in a third category of learners and that would be the "lifelong learners." The California community colleges have blended these three philosophies together in order to create the mission of our colleges. CG specifically looked at sections of Ed Code 66101.4 that tie these three philosophies together. A comprehensive definition of student success must be established and we will need to rely on data collection to do so. We need to look at success and retention rates along with degrees and certificates awarded and transfer rates. This data must be balanced with what students see as their own achievement and their own goals. Rhetorically we can ask, "If we can't measures it, can it count?"

Kristie Daniel-DiGregorio, Faculty Leadership for Student Success (KD) – pg. 5 and pgs. 18-32:
KD's presentation focused on helping students cultivate the qualities for success in class and in college. She started out by addressing some key concepts on how to facilitate student learning and completion. These include active and collaborative learning, student effort, academic challenge, student/faculty interaction and support for learners. KD discussed the handout on page 5 and how we as faculty can help students plan for success, connect with the learning process, resources, and people and complete their goals both in class and in college. She covered the six success factors for increased completion and deeper learning which include being directed, focused, nurtured, engaged, connected, and valued. Being directed means the student has a goal and knows how to achieve it. Institutional Learning Outcomes (ILOs) ask how you want to be different once you achieve your goal. Successful students are focused and stay on track. Successful students are nurtured and connected and surround themselves by people who want to help them to achieve as they feel part of a community. Successful students are engaged and valued by being active in class and on campus and being recognized for their contributions. The overlaying theme is that "because faculty are at the center of every student's educational experience, they have a significant opportunity and ability to influence their students' success not just in, but beyond, their own classroom."

Francisco Arce and Jeanie Nishime, The Student Success Initiative and the Completion Agenda (FA and JN) – pgs. 6-17:

JN started with a background of the Student Success Act of 2012 and how SB 1456 re-named the Matriculation program to the Student Success and Support Program (SSSP). Funding will primarily be focused on the three core services of assessment, orientation, and educational planning/counseling. Students will be mandated to complete these core services, declare a course of study, maintain minimum academic standards for state financial aid, and colleges will establish a Student Success Scorecard. There is also now a national push to track these successes. JN went over the timeline which has been established in order to institute these services. By Fall 2014 priority registration will be given to in-district new students who have completed the three core services. In anticipation of this, ECC has opened up their fall application as of November 1, 2013 and all services must be completed by March 31, 2014 in order to receive the priority registration. In addition, students will lose priority registration if they are on second semester probation or have in excess of 100 units excluding basic skills courses. There will be an appeals process set up for these students and they were alerted last spring that these changes were forthcoming. In Fall 2015, Board of Governor Fee Waiver (BOGFW) students must meet academic and progress requirements to receive a waiver for their enrollment fees. Also by Fall 2015, all new students must complete the three core services in order to enroll; continuing students with 15+ units must declare a program of study and complete an educational goal. Things still in the works are a statewide common assessment, required completion of basic skills remediation within the first year, required declaration of a career goal as well as a major, adult education will be transferred to community colleges, and there will be an increasing emphasis to complete certificates, degrees, and/or transfer.

FA then began his part of the presentation explaining how all of these changes and push towards completion will be a monumental challenge for all of us. Community colleges have always been open access and open to anyone willing to benefit from education. The push has come from the state and national government to make sure students are prepared to go out and work to help grow and strengthen our economy. FA went over some alarming statistics that will make this endeavor especially challenging and can be found on page 8 of the packet. The bottom line is that more than 60% of the jobs in the future will require a postsecondary education. Statistics of the degrees and certificates awarded at ECC and CEC along with the transfer rates can be found on page 10 of the packet. There has been an increase of degrees and certificates awarded especially at ECC due to a federal Title 5 grant awarded to the college in 2009. CEC too has seen an increase in degrees offered, but a decrease in certificates since many were deactivated with the partnership. Transfer rates have increased on both campuses to the CSU's, but have seen decreases to the UC's and privates probably because of the sluggish economy and students needing to work more and attend school part-time along with the higher costs of attending these institutions.

Faculty Discussion and Reporting
1. **How do you define student success?**
2. **What do students need to do to improve student success?**
3. **What do faculty need to do to improve student success?**

Faculty were then encouraged to answer the above questions as a group at the tables they were sitting at and various groups reported their answers to the entire body. CG will collect the answers and report the responses to the Senate at a later time.

ADJOURN
The meeting adjourned at1:56pm.
CJ/ECCFall13

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – November 4, 2013

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, David McPatchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Alex Ventura

1. BP/AP 3200 (Accreditation): Jeanie is waiting for feedback from Educational Policies Committee.

2. BP 3570 (Restricted Smoking Areas) was reviewed. Jo Ann will make recommended changes and bring back November 18, 2013.

3. BP 3440 (Service Animals) was assigned to Linda.

4. AP 7160 (Professional Development) was reviewed and will be placed on the Academic Senate agenda.

5. Administrative Hiring Procedures is not ready at this time.

6. Alternate Commencement site survey results for faculty and staff were reviewed. The preference for faculty and staff is the Marsee Auditorium. Surveys have been sent to 400-500 graduating students. These results will be available November 18, 2013.

Agenda – November 18, 2013:
1. Minutes
2. Board Agenda
3. Alternative Commencement Site Student Survey Results – Irene
4. BP 3570 (Restricted Smoking Areas) – Jo Ann

College Council 2013-14 Goals:
1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.

El Camino College
Office of the President
Committee Listing - October 23, 2013

Academic Senate Category
1. Academic Program Review
2. Academic Senate
3. Academic Technology
4. Assessment of Learning
5. College Curriculum
6. Education Policies
7. Faculty Development

Advisory Category
1. Area Council - Academic Affairs
2. Area Council - Administrative Services
3. Area Council - Human Resources
4. Area Council - Student & Community Advancement
5. Career Technical Educational Act (CTEA)
6. Council of Deans
7. Distance Education Advisory
8. Division Council - Behavioral & Social Sciences
9. Division Council – Business
10. Division Council - Campus Police Services
11. Division Council - Community Advancement
12. Division Council - Counseling Division
13. Division Council - Enrollment Services
14. Division Council - Fine Arts
15. Division Council - Fiscal Services
16. Division Council - Health Sciences & Athletics
17. Division Council - Humanities
18. Division Council - Industry & Technology
19. Division Council - Information Technology Services
20. Division Council - Learning Resources Unit
21. Division Council - Mathematical Sciences
22. Division Council - Natural Sciences
23. Division Council - Purchasing & Business Services
24. Emergency Planning
25. Enrollment Management (Inactive)
26. Faculty Position Identification
27. Insurance Benefits
28. Parking and Traffic Advisory Council
29. Student Success Advisory

Associated Student Organization Category
1. ASO - Finance
2. Associated Students Senate
3. Inter-Club Council

Board of Trustees Category
1. Citizens` Bond Oversight

Collegial Consultation Category
1. Calendar
2. College Council
3. ECC Technology
4. Facilities Steering
5. Planning & Budgeting

Contractual Category
1. College Load Review
2. District - Wide Conference
3. Sabbatical Leave

Operational Category
1. Auxiliary Services Board
2. Classified Staff Development
3. Management Council - Administrative Services
4. Planning Council - Counseling Division (to be deleted)
5. Police Advisory Council
6. Safety and Health
7. Staff Development Advisory Committee (to be deleted)
8. Web Advisory

Special Events
1. ECC Foundation - Board
2. ECC Foundation - Executive
3. ECC Foundation - Finance

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
OCTOBER 8, 2013

Present: F. Arce, S. Bartiromo, Thanh-Thuy Bui, W. Brownlee, A. Cornelio,
B. Flameno, E. French-Preston, L. Houske, L. Kjeseth, R. Klier, S. Kushigemachi,
M. Lipe, V. Nemie, D. Pahl

Absent: S. Bosfield

Ex-Officio Members Present: Q. Chapman, L. Suekawa

Ex-Officio Members Absent: S. Ecklund, G. Florimon, M. Hall, J. Simon

Guests: C. Fitzsimons, D. Hayden, L. Linka, R. Natividad, T. Pao, V. Rapp, D. Shrader, J. Sims,
M. Som de Cerff, P. Sorunke, K. Whitney, C. Zartman

CALL TO ORDER
Mark Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

VICE PRESIDENT'S REPORT
F. Arce did not have anything to report.

APPROVAL OF MINUTES
Chair Lipe asked the committee to review and indicate any corrections to the minutes from the September 24th meeting.

CURRICULUM REVIEW
Chair Lipe discussed the unresolved issues and concerns that were raised by the committee during the full course reviews for Art 102B, Contemporary Health 5, Cosmetology 10, and Mathematics 140.

Art 102B – History of Western Art - Proto-Renaissance to 19th Century
- Chair Lipe informed the committee that there were several comments made by the committee to list both "art" and "art history" as course disciplines. K. Whitney responded the most appropriate discipline for this course is "art history".

- The "Advisory Skills" need to be listed prior to the matching objectives in section VIII D of the course outline of record.

Contemporary Health 5 – Contemporary Women's Health
The committee recommended the course author update the outline of record as follows:
- Update the catalog description to address the sociological, physiological , and psychological aspects
- Modify the "College Level Critical Thinking Assignments" section IV of the course outline of record with the recommendations made by L. Kjeseth.

- Update 2013 edition of textbook.
- Need more information from the proposer to help substantiate new course proposal prior to submitting course for board approval. Include interest in adding to the General Studies local degree.
- Add Parallel course from Rio Hondo College / Remove Parallel Course at CSUMB – (upper division)

Cosmetology 10 – Introduction to Cosmetology I
- The committee recommended the independent study hours be adjusted to 2 hours per week for consistency with course offering and Title 5 compliance.

Mathematics 140 – Finite Mathematics for Business and Social Sciences
- F. Arce asked the Mathematics Department to provide the committee with the status on the addition of Mathematics 67 as a prerequisite for other transfer-level courses.
  L. Kjeseth replied the department plans to meet with faculty once S. Taylor and S. Bickford arrange the meeting.

Chair Lipe called a motion to approve the full review course proposals and all amended recommendations made by the committee. The results were as follows:

COURSE PROPOSALS	MOTIONS	ISSUES	VOTING RESULTS
Art 102B	W. Brownlee moved, A. Cornelio seconded	None	Unanimous
Contemporary Health 5	S. Bartiromo moved, E. French-Preston seconded	None	Unanimous
Cosmetology 10	E. French-Preston moved, W. Brownlee seconded	None	Unanimous
Mathematics 140	W. Brownlee moved, V. Nemie seconded	None	Unanimous

Chair Lipe called a motion to approve the proposed conditions of enrollment for courses under full review, and the results were as follows:

COURSE PROPOSALS	MOTIONS	ISSUES	VOTING RESULTS
Art 102B	W. Brownlee moved, L. Houske seconded	None	Unanimous
Contemporary Health 5	W. Brownlee moved, L. Kjeseth seconded	None	Unanimous
Cosmetology 10	L. Kjeseth moved, W. Brownlee seconded	None	Unanimous
Mathematics 140	E. French-Preston moved, V. Nemie seconded	None	Unanimous

The committee reviewed the Standard Review/Consent Agenda proposals.

Air Conditioning and Refrigeration 6 – Refrigeration and Air Conditioning Control Systems
- Chair Lipe will contact the course review proposer to provide a non-course justification statement for section VIII B of the course outline of record.

Business 2A – Intermediate Accounting
- Chair Lipe asked the course review proposer to revise their assessment method type section from "other exams" listed with the course objectives. There are plans to remove "other exams" as an option in the representative assessment methods pull down menu as "Other" already exists as an assessment method option.

Electronics and Computer Hardware Technology 110 – Introduction to Direct and Alternating Current Circuits
- Chair Lipe concurred with the committee that section IV of the course outline of record "College-Level Critical Thinking Assignments" lacks clarity. Chair Lipe will contact the course review proposer to provide clarification.

Music 113 – Survey of Jazz
- Chair Lipe will contact the course review proposer to update the course outline of record "College-Level Critical Thinking Assignments" by rewriting paragraph 1 to identify what is the product.

Chair Lipe called a motion to approve the Standard Review/Consent Agenda Proposals, including their conditions of enrollment and all amended recommendations made by the committee. L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously.

In addition, a motion was made to approve the five course inactivations. E. French-Preston moved, W. Brownlee seconded, and the motion passed unanimously.

Full Course Review
The following courses were approved by the committee and are ready for final action:
1. Art 102B (ART 102B)
2. Contemporary Health 5 (CH 5)
3. Cosmetology 10 (COSM 10)
4. Mathematics 140 (MATH 140)

Standard Review/Consent Agenda Proposals
The following courses were approved in CurricUNET and are ready for final action:
1. Air Conditioning and Refrigeration 5 (ACR 5)
2. Air Conditioning and Refrigeration 6 (ACR 6)
3. Air Conditioning and Refrigeration 20 (ACR 20)
4. Business 2A (BUS 2A)
5. Business 2B (BUS 2B)
6. Business 5A (BUS 5A)

7. Business 20 (BUS 20)
8. Electronics and Computer Hardware Technology 110 (ECHT 110)
9. Fire and Emergency Technology 60G (FTEC 60G)
10. Law 11 (LAW 11)
11. Mathematics 12 (MATH 12)
12. Music 101 (MUSI 101)
13. Music 113 (MUSI 113)
14. Music 215A (MUSI 215A)
15. Music 261abcd (MUSI 261abcd)
16. Paralegal Studies 1 (PARA 1)

The following course inactivations were approved in CurricUNET and are ready for final action:
1. Air Conditioning and Refrigeration 50 (ACR 50)
2. Dance 50 (DANC 50)
3. Electronics and Computer Hardware Technology 50 (ECHT 50)
4. Mathematics 50C (MATH 50C)
5. Mathematics 50D (MATH 50D)

CHAIR'S REPORT
Chair Lipe briefed the committee on the numerous curriculum reviews scheduled for review at the next CCC meeting. D. Pahl volunteered to support the Standard Technical Review Committee for October 31st. Two volunteers are needed to serve on the November 14th committee.

ADVISORY REPORT
Q. Chapman did not have anything to report.

ANNOUNCEMENTS
Chair Lipe announced the birthday of his wife and two sisters including his brother-in-law.

ADJOURNMENT
Chair Lipe called for a motion to adjourn the meeting. L. Kjeseth moved, D. Pahl seconded, and the motion was carried. The meeting was adjourned at 3:32 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

October 8, 2013
Approved Curriculum Changes for 2014-2015

BUSINESS

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGES IN CATALOG DESCRIPTION, RECOMMENDED PREPARATION

1. Business 20 – Business Management
   Current Status/Proposed Changes
   Recommended Preparation: eligibility for English 84 and eligibility for English A

   This course is a study of ~~basic business management~~ the concepts and ~~theories~~ procedures critical to managing a business successfully in a global, competitive environment. ~~Emphasis is on an operational analysis of the manager's role in multinational business organizations. Also emphasized are the principles of Total Quality Management and the traditional management functions of planning~~ Planning, organizing, ~~staffing,~~ leading, ~~and~~ controlling, and the application of managerial concepts are discussed.

   Recommendation

   Recommended Preparation: eligibility for English 84 and eligibility for English A

   This course is a study of the concepts and procedures critical to managing a business successfully in a global, competitive environment. Planning, organizing, leading, controlling, and the application of managerial concepts are discussed.

COURSE REVIEW

1. Business 2A – Intermediate Accounting
2. Business 2B – Intermediate Accounting
3. Business 5A – Income Tax Accounting
4. Paralegal Studies 1 – Introduction to Paralegal Studies
5. Law 11 – Introduction to Legal Research

FINE ARTS

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, COURSE DISCIPLINE

1. Art 102B – History of Western Art - Proto-Renaissance to 19th Century
   Current Status/Proposed Changes
   Course Discipline: ~~Art~~ Art History

   This course surveys the history and development of Western painting, sculpture, and architecture in relation to changing social, political, religious, and philosophical conditions from the 14th through the ~~18th~~ 19th centuries. The focus is on the Proto-Renaissance, Renaissance, Mannerism, and Baroque periods in Italy, Spain, Flanders, The Netherlands, France, England, Germany and the New World.

   Recommendation
   Art History

   This course surveys the history and development of Western painting, sculpture, and architecture in relation to changing social, political, religious, and philosophical conditions from the 14th through the 19th centuries. The focus is on the Proto-Renaissance, Renaissance, Mannerism, and Baroque periods in Italy, Spain, Flanders, The Netherlands, France, England, Germany and the New World.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Music 101 – Music Fundamentals
   Current Status/Proposed Changes

   In this course students ~~will~~ analyze and identify the fundamentals of music theory. It prepares students for further study in theory and musicianship and serves to enhance the study and appreciation of music for all interested students. Students ~~will~~ analyze music beginning with pitch and rhythm notation, the keyboard and major scales~~, the~~ . The course proceeds through intervals, triads, seventh chords, inversions, minor scales, ~~cadences,~~ and non-harmonic tones. Included are terms and symbols for tempi, dynamics, and repeats.

6

Recommendation

In this course students analyze and identify the fundamentals of music theory. It prepares students for further study in theory and musicianship and serves to enhance the study and appreciation of music for all interested students. Students analyze music beginning with pitch and rhythm notation, the keyboard and major scales. The course proceeds through intervals, triads, seventh chords, inversions, minor scales, and non-harmonic tones. Included are terms and symbols for tempi, dynamics, and repeats.

COURSE REVIEW

1. Music 113 – Survey of Jazz
2. Music 215A – Music History and Literature up to 1750
3. Music 261abcd – Brass Ensembles

INACTIVATE COURSE

1. Dance 50 - Special Topics in Dance

HEALTH SCIENCES AND ATHLETICS

NEW COURSE

1. Contemporary Health 5 – Contemporary Women's Health
   Units: 3.0   Lecture: 3.0   Hours of Lab: 0   Faculty Load: 20.00%
   Recommended Preparation: eligibility for English 1A
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer
   Proposed UC Transfer
   El Camino College AA/AS General Education Requirement – Area 5
   Proposed CSU General Education Requirement – Area E

   This course is designed to investigate the many sociological, psychological, and physiological aspects related to women's health. Topics include the life challenges women face, such as body image, abuse, nutrition and exercise, sexual and reproductive health, consumerism, and mental health.

INDUSTRY AND TECHNOLOGY

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Air Conditioning and Refrigeration 5 – Electrical Applications
   Current Status/Proposed Changes

   This course focuses on basic electrical theory and training in installing, servicing, troubleshooting, and operating electrical control systems for air conditioning <u>and refrigeration technology with the use of electrical diagrams</u>. Single phase and three phase <u>electrical power for</u> air conditioning and refrigeration systems are covered in classroom discussions and laboratory assignments.

   Recommendation

   This course focuses on basic electrical theory and training in installing, servicing, troubleshooting, and operating electrical control systems for air conditioning and refrigeration technology with the use of electrical diagrams. Single phase and three phase electrical power for air conditioning and refrigeration systems are covered in classroom discussions and laboratory assignments.

2. Air Conditioning and Refrigeration 20 – Solar Energy Applications-Photovoltaics and Solar Thermal
   Current Status/Proposed Changes

   This is an introductory course in solar thermal and Photovoltaics (PVs). Topics ~~covered~~ include solar components, passive solar systems, active solar systems, solar hot water and solar electricity. Students will learn solar history, how solar panels work, changing Direct Current (DC) voltage to Alternating Current (AC) voltage, applications of the National Electric Codes (NEC) and best solar <u>placement</u> locations and energy savings.

   Recommendation

   This is an introductory course in solar thermal and Photovoltaics (PVs). Topics include solar components, passive solar systems, active solar systems, solar hot water and solar electricity. Students will learn solar history, how solar panels work, changing Direct Current (DC) voltage to Alternating Current (AC) voltage, applications of the National Electric Codes (NEC) and best solar placement locations and energy savings.

3. Electronics and Computer Hardware Technology 110 – Introduction to Direct and Alternating Current Circuits
   Current Status/Proposed Changes

   This course examines advanced topics in the foundational principles of direct and alternating current electricity through the correlation of theory ~~with~~ and laboratory experiments. Basic circuit analysis forms the core of the course. Included in this class are the use of calculators~~;~~ , computer circuit simulation and many types of electrical/electronic test equipment to ~~make~~ perform electrical measurements~~;~~ , and yield analysis.

    Recommendation

   This course examines advanced topics in the foundational principles of direct and alternating current electricity through the correlation of theory and laboratory experiments. Basic circuit analysis forms the core of the course. Included in this class are the use of calculators, computer circuit simulation and many types of electrical/electronic test equipment to perform electrical measurements, and yield analysis.

4. Fire and Emergency Technology 60G – HAZMAT Field Operations
   Current Status/Proposed Changes

   This course emphasizes mitigation techniques of hazardous materials emergencies in field settings. The student will participate as a member of a hazardous materials response team and will don chemical protective clothing and enter simulated hazardous environments. The majority of the course is devoted to hands-on training with tools and equipment used in hazardous materials abatement procedures. Students successfully completing this course will receive ~~California State Fire Marshal Hazardous Materials Technician 1G certification.~~ a course completion certificate from the California Specialized Training Institute.

   Note: Pass/no pass only.

   Recommendation

   This course emphasizes mitigation techniques of hazardous materials emergencies in field settings. The student will participate as a member of a hazardous materials response team and will don chemical protective clothing and enter simulated hazardous environments. The majority of the course is devoted to hands-on

training with tools and equipment used in hazardous materials abatement procedures. Students successfully completing this course will receive a course completion certificate from the California Specialized Training Institute.

Note: Pass/no pass only.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation),
CATALOG DESCRIPTION
1. Air Conditioning and Refrigeration 6 – Refrigeration and Air Conditioning Control Systems
   Current Status/Proposed Changes

   Prerequisite: Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C in prerequisite ~~or equivalent~~

   This course explores control system theory, electrical components, and complex control systems with emphasis on supervisory control systems which employ direct digital, proportional, and integral control modes. Theoretical problems and practical lab experience <u>is</u> needed to diagnose electrical problems and safety to ~~make~~ <u>ensure</u> the necessary repairs are emphasized. The course provides a foundation in the skills required to analyze and service basic circuits as well as complex analog control circuitry.

   Recommendation

   Prerequisite: Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C in prerequisite

   This course explores control system theory, electrical components, and complex control systems with emphasis on supervisory control systems which employ direct digital, proportional, and integral control modes. Theoretical problems and practical lab experience is needed to diagnose electrical problems and safety to ensure the necessary repairs are emphasized. The course provides a foundation in the skills required to analyze and service basic circuits as well as complex analog control circuitry.

2. Cosmetology 10 – Introduction to Cosmetology I
   Current Status/Proposed Changes
   ~~Recommended Preparation: eligibility for English 84~~

This course is the first of a two-course introductory series covering the principles and practical operations of cosmetology techniques, procedures and equipment for wet and thermal styling, permanent waving, chemical straightening, hair coloring, and scalp treatments. ~~This is also the first course in a sequence of courses that~~ The course also prepares students for the State Board of Cosmetology examination and employment.

Note: Students who have earned credit in Cosmetology 1 cannot receive unit credit in Cosmetology 10.

Recommendation

This course is the first of a two-course introductory series covering the principles and practical operations of cosmetology techniques, procedures and equipment for wet and thermal styling, permanent waving, chemical straightening, hair coloring, and scalp treatments. The course also prepares students for the State Board of Cosmetology examination and employment.

Note: Students who have earned credit in Cosmetology 1 cannot receive unit credit in Cosmetology 10.

INACTIVATE COURSES

1. Air Conditioning and Refrigeration 50 – Special Topics in Air Conditioning and Refrigeration
2. Electronics and Computer Hardware Technology 50 – Special Topics in Electronics and Computer Hardware Technology

MATHEMATICAL SCIENCES

COURSE REVIEW

1. Mathematics 12 – Basic Arithmetic Skills

COURSE REVIEW; CHANGE IN PREREQUISITE

1. Mathematics 140 – Finite Mathematics for Business and Social Sciences
   Current Status/Proposed Changes

Prerequisite: <u>Mathematics 67 or</u> Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommendation
Prerequisite: Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

INACTIVATE COURSES

1. Mathematics 50C – Intermediate Algebra for Statistics
2. Mathematics 50D – Basic Accelerated Mathematics

<div align="center">

Educational Policies Committee
Agenda
Date: 11/12/13   Time: 1:00-2:00pm
Location: MBA 130C

Members:
Rosemarie Cervantes, Susan Taylor, Lori Suekawa,
Christina Gold, Alice Martinez, Jean Shankweiler, Kathryn Hall, Mark Fields, Travis Martin

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10/22 Present: Susan Taylor, Christina Gold, Alice Martinez, Jean Shankweiler, Rosemarie Cervantes,
Not present: Lori Suekawa (Sorry Lori that you were waiting in the wrong place☹), Kathryn Hall, Mark Fields, Travis Martin.

Last Meeting
1. New items for future agenda: Particular items were requested by the Dr. Arce & Jeanie Nishimi that we look at. Others have been sitting on the "To be reviewed and updated" list.
   - 4027 Administration of Relations with Academic Senate – Chris G. to look into and bring before this committee on the 12th. Will need to discuss.
   - BP/AP 4250 Probation, Dismissal and Readmittance: Rosemarie to read over and bring discussion items to next meeting.
   - AP 4050 Articulation – Jean to bring to 11/12 meeting for us to review
   - 4010 Academic Calendar – Is recently updated, Chris to bring to next meeting for us to look at. It will likely need only brief review and editing.
2. Accreditation Policy – Read over, Jean Shankweiler will not be editing this further, to create more fluidity of the topics and to take out repetitive items.
3. Library Policy – Susan Taylor to send back to the library for minor changes, including adding codes and addressing Privacy policy.
4. Program Discontinuance – Chris will meet with Gloria and then go back to Tom L. with this, hopefully expediting the process as it seems to be stalling
5. Education Policies description – not discussed but copy given to our newest member: Welcome Rosemarie!

This Meeting
   1) Accreditation Policy – Read over, Jean S. will ~~not~~ be editing this further, to create more fluidity of the topics and to take out repetitive items.
   2) 4027 Administration of Relations with Academic Senate – Chris G. to look into and bring
   3) BP/AP 4250 Probation, Dismissal and Re-admittance: Rosemarie C. will bring discussion items.
   4) AP 4050 Articulation – Jean S. to bring to 11/12 meeting for us to review
   5) 4010 Academic Calendar – Chris G. will bring to next meeting for brief review and editing.
   6) AP 7160 Professional Development – from Faculty Development Committee, needs to move on to Senate next.
   7) Program Discontinuance – if ready.

Faculty Development Committee Meeting
Minutes for Tuesday, 22nd October 2013, in Library West Basement

Committee Members

Name	Abbreviation	Division
Fazal Aasi	(FA)	Compton Educational Center
Florence Baker	(FB)	Behavioral and Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio**	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe**	(CS)	Learning Resources
Evelyn Uyemura	(EU)	Humanities

**Committee Co-Chairs

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

Fall 2013 Meetings: Sept. 10th, 24th; Oct. 8th, 22nd; Nov. 12th, 26th; Dec. 10th (optional, as needed)

Present: F. Baker, R. Durand, D. Manno, S. Otsuji, M. Steinberg, C. Striepe, E. Uyemura. (Cerofeci, Halonen, Aasi, Daniel- DiGregorio Excused)

AGENDA

- **Getting the Job Series:** CS reported that the panel for Workshop 1 has been confirmed. Dean Fitzsimons (Fine Arts), R. Cerofeci (Hum), B. Halonen (Hum), G. Fernandez (Bus), J. Gard (Nat. Sci) The room has been booked and R. McCoy has been confirmed. Flyers will go out in early November for the Dec 6th date.
- **Outstanding Adjunct Award:** CS reported for KDD 4 confirmed nominations. Letters of congratulation and the packet for the Nominees will now be sent out. A judging panel has been selected and will meet Nov 8th. It was agreed that it would be a good idea to also have some recognition for all nominees, in the form of a certificate, which RD suggested be titled Certificate of Recognition, and given out during an Academic Senate meeting.
- **Faculty Academic Rank :**(see accompanying materials) The Committee looked at the materials and will ask Dr. B. Perez and a Union representative for final clarification on a few last points. Suggestions and amendments to language were noted by Committee members. Once these last points have been cleared up the FDC will bring final recommendations re: Division Administrators collecting and tracking faculty rank information regularly and submitting the information to Public Information for inclusion in the Catalog, and changes in rank being again recognized through congratulatory certificates distributed during an Academic Senate meeting.

- **Consultation on AP 7160 Professional Development:** (see accompanying attachments) The FDC looked at the proposed AP 7160 Professional Development, and give input in the interests of collegial consultation. The Committee discussed the AP, and suggestions/amendments were made. This will move ahead to Senate President Gold.
- **Spring Flex:** DM reported that the Flex focus will be on the Student Success Initiative. DM felt the campus should be proactive on this issue, and is putting together a list of links and a chronology of the initiative's history from President Obama's first mention of the issue, to the state level student Success Task forces, through SB 1456, to the campus level initiatives like Education Plans and what students feel they need to succeed and complete their educations. DM hopes to host a conversation starter meeting on November 15 for faculty on the topic. Flex will be structured around a general meeting, the Division meetings, and each Division will include a segment devoted to a worksheet on the topic that will provide campus feedback on the issues of how faculty can help address students' concerns and goals. Discussion followed on how faculty would ascertain student goals, and how goals might differ. Also mentioned was the difference in how students, faculty, administration differently define success – leading to questions like What is the purpose of Education, and How is completion defined? The problem of the older ed. plans was also discussed, for example, some students may have made ed. plans based on their being a Winter Session that is no longer an option. More communication with the counselors on these issues is needed. DM said that ECC would try and get local student feedback, but otherwise the college could base planning on the state pilot run last semester involving 738 students and their views on what they needed to complete their education and be successful. FB noted we should also talk about strategies and behaviors of teachers that "enable" students to continue with poor choices and planning, and how we can improve or change in this respect.
- **On Course for new faculty** – tabled for next meeting.

- **Other:**
  - *iFALCON conference November 1st 8:30 – 2:30 "Firing up Student Success"*   **Cs2013**

ACADEMIC RANK: FACULTY DEVELOPMENT COMMITTEE UPDATE 2013
From the ECC College Catalog 2013-14 (pg278)
The Academic Senate has developed the academic rank. It is not an official appointment by the Board of Trustees but, instead, is a traditional practice which recognizes professional preparation and experience.
Qualifications for academic rank are based on these requirements:
Lecturer: All adjunct and temporary faculty members have this rank. Adjunct faculty who have previously taught 10 consecutive semesters are listed in this catalog.
Instructor: This rank is for probationary ~~(contract)~~ faculty members. ~~who do not qualify for higher rank.~~
Assistant Professor: Faculty members who have achieved regular faculty status or tenure.
Associate Professor: Tenured faculty members who are at least at Step 7 on the salary schedule.
Professor: Tenured faculty members who are at least at Step 10 (Class V)on the salary schedule or Step 13(Class I-IV) on the salary schedule.
Professor Emeritus: The Academic Senate, in consultation with the Vice President - Academic Affairs, will grant Professor Emeritus status after retirement to tenured faculty members in good standing.
(Suggestions in yellow)
FDC Goals:
- **To unravel and clarify confusing statement : Instructor:** This rank is for probationary (contract) faculty members who do not qualify for higher rank.
- **To rewrite this area if felt necessary.**
- **To confirm that Division administrations do keep track of faculty tenure and salary step adjustments and report these to Public Information so that the Catalog is updated to reflect changes.**
- **To ask the Academic Senate to consider resuming the practice of recognizing faculty who achieve these milestones by presenting certificates at a selected AS meeting.**

AP 7160 Professional Development ORIGINAL

Reference:
   Accreditation Standard III.A.5
   Education Code Sections 87767, 88220, and 88227

The District shall establish a professional development plan consistent with the Education Master Plan and District strategic priorities.

Needs assessments surveys will be conducted to identify professional development needs among employees. Professional development activities will be planned and presented based on the results of the needs assessments and institutional priorities.

Professional development activities will be evaluated and the results will be used to improve programs and activities to ensure district and employee needs are being met.

Professional development activities, guidelines and processes including information about the Flex program are published on the District website.

Professional development activities may include, but are not limited to:
- Improvement of teaching
- Improvement of services to students
- Institutional effectiveness
- Maintenance of current academic and technical knowledge and skills
- Training to meet institutional needs and priorities
- Development of innovations in instructional and administrative techniques and program effectiveness
- Computer and technological proficiency programs
- Instructional technology
- Training required by laws, codes, and regulations

See appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.

Also see AP 7341 titled Sabbaticals

El Camino College
Adopted:

AP 7160 Professional Development (FDC SUGGESTED DRAFT)

Reference:
Accreditation Standard III.A.5
Education Code Sections 87767, 88220, and 88227

The District shall establish a professional development plan consistent with the Education Master Plan, and District strategic priorities, the stated mission of the ECC Professional development department*, and in consultation with college constituencies.

Needs assessments surveys will be conducted to identify professional development needs among employees. To ensure that district and employee needs are being met, professional development activities will be planned and presented based on: the results of the needs assessments and institutional priorities.
- institutional priorities
- results of needs assessment surveys
- input from the Academic Senate Faculty Development Committee
- evaluations of previous professional development activities

Professional development activities will be evaluated and the results will be used to improve programs and activities to ensure district and employee needs are being met.

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- Computer and technological proficiency programs
- Instructional technology
- Training required by laws, codes, and regulations

See appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.
Also see See also AP 7341, titled Sabbaticals

*ECC Professional Development Department Mission: to foster a continuous learning environment which contributes to employee success and enhances employee satisfaction.

El Camino College   Adopted: DATE

AP 7160 Professional Development (FDC CLEAN DRAFT)

Reference:
>   Accreditation Standard III.A.5
>   Education Code Sections 87767, 88220, and 88227

The District shall establish a professional development plan consistent with the Education Master Plan, District strategic priorities, the stated mission of the ECC Professional development department*, and in consultation with college constituencies.

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- results of needs assessment surveys
- input from the Academic Senate Faculty Development Committee
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- Instructional technology
- Training required by laws, codes, and regulations

See appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.

See also AP 7341, Sabbaticals

*ECC Professional Development Department Mission: *to foster a continuous learning environment which contributes to employee success and enhances employee satisfaction.*

El Camino College
Adopted: DATE

Faculty Development Committee Meeting
Minutes of Meeting on Tuesday, 12th November 2013, in Library West Basement

Committee Members

Name	Abbreviation	Division
Fazal Aasi	(FA)	Compton Educational Center
Florence Baker	(FB)	Behavioral and Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio**	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe**	(CS)	Learning Resources
Evelyn Uyemura	(EU)	Humanities

**Committee Co-Chairs

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.
Fall 2013 Meetings: Sept. 10th, 24th; Oct. 8th, 22nd; Nov. 12th, 26th; Dec. 10th (optional, as needed)
Present: F. Baker, R. Cerofeci, K. Daniel-DiGregorio, D. Manno, S. Otsuji, M. Steinberg, C. Striepe
Absent: F. Aasi (excused), B. Halonen, E. Uyemura (excused)

AGENDA
1. Updates on ongoing projects:
Getting the Job Series (CS) indicated that all details for "Getting the Job, Part I: Faculty Application Workshop" have been confirmed. The event is Friday, December 6th 12:30-2 in the Alondra Room and features the following panelists: Roxanne McCoy (Human Resources), Connie Fitzsimons (Dean, FINE ARTS), Julienne Gard (NAT SCI), Briita Halonen (HUM), Rose Ann Cerofeci (HUM), and Gabriella Fernandez (BUS). Briita Halonen will reprise her role facilitating a CV workshop from 2-3pm. The flier advertising the event has been distributed campus-wide.

Outstanding Adjunct Award (KDD) reported that the 2013 recipient has been selected and that the recipient and all nominees will be recognized at the December 3rd Academic Senate meeting, 12:30-2 in the Distance Education Conference Room. All FDC members were encouraged to attend. (KDD) commended the committee for suggesting that the Academic Senate recognize all nominees with an Achievement Award. When (KDD) spoke with them last week, nominees voiced their appreciation for the upcoming recognition and have indicated that they are planning to bring family members to the event. This is yet one more example of the FDC's ongoing efforts to find new and innovative ways to promote instructional excellence among part-time faculty at ECC. The FDC agreed that the awards will be named "Academic Senate Achievement Awards for Excellence in Teaching."   (KDD) suggested that, next year, communication with the selection committee include the following requests to:
- carefully review all applications before the meeting and to rate each using the scoring rubric,
- identify one top candidate if two candidates are tied for first after scoring,
- consider only the application materials provided,
- facilitate consensus-building by maintaining an open mind about candidates.

2. Update on new projects:

Faculty Book Collection Question: Integrate into the general collection? (CS) reported that, as a result of a review of usage and efforts by library staff to minimize the number of small collections, library staff have requested that the faculty book collection be integrated into the general collection. The suggestion was also made to eliminate some outdated materials from the collection. (DM) voiced reservations which were echoed by committee members. The collection currently resides in the Teaching and Learning Center, providing an appropriate fit for the collection and relevant resources for the TLC. The committee requested that library staff email all faculty reminding them of the resources in order to increase usage. (CS) indicated she will forward the committee's feedback.

3. Other:

Book Club Report (SO), who co-chairs the book club with Sue Ellen Warren, reported that the first meeting (October 25th) was well-attended and facilitated energetic discussion. Attendees reported feeling "invigorated" by the discussion and that time passed very quickly. (SO) and Sue Ellen Warren choose books that focus on active learning and student responsibility and have submitted a proposal for the 2014 National On Course conference, based on their innovations in the book club.

Academic Senate Plenary Session on Student Success – Report A number of FDC members were in attendance at the recent plenary. Those unable to attend were directed to the packet of useful materials sent campus-wide by Academic Senate President Chris Gold. In addition, (DM) alerted the committee that the Professional Development resources page has links to key documents related to SB-1456 and student success (http://www.elcamino.edu/administration/staffdev/documents/2013/SSIResources.pdf). The committee agreed it is important for all faculty to be aware of changes occurring in California community colleges.

In related news, (MS) and (SO) recently attended the iFALCON conference at Cerritos College and reported it generated a number of insights and ideas related to student success. The keynote speaker would be a good candidate for future Flex Day events at ECC. The committee expressed admiration for efforts by Cerritos to effectively facilitate campus-wide dialogue on student success. Members expressed an interest in offering campus-wide, coordinated and integrated initiatives to support student success at ECC. Currently, many initiatives are isolated or appear to be piecemeal. (MS) will provide a synopsis of the conference which can be forwarded with FDC minutes to the Academic Senate.

Academic Rank (RD) inquired about the status of the FDC efforts to clarify the progression of academic rank at the college. The next steps are to review the proposed change to the statement which appears in the ECC catalog and to determine an effective process for identifying changes in faculty rank. (DM) will follow up with Human Resources and (CS) and (KDD) will review the catalog statement.

Spring Flex Day (DM) is still investigating possibilities for keynote speakers. The tentative plan is to allow faculty an opportunity to brainstorm effective strategies for promoting student success, based on ideas presented at the keynote session. More details will be forthcoming.

Meeting adjourned at 1:50.

Kdd11.12.13

SLO PROGRESSIVE

November 2013

FACULTY EFFORTS LEAD TO EXPANDED PLOs & SLOs

By: The SLO Team (Chelvi, Chris, Janet, and Karen)

Faculty not only worked hard to increase the College's overall assessment completion rate to 93% by Spring 2013, they again stepped up to yet another feat to accomplish more amazing work this semester. Faculty at both campuses collaborated and worked tirelessly to review the quality of their PLO statements. They used the newly developed PLO guidelines and checklist to ensure that they captured the major components of their programs and that their PLOs were measurable.

Currently 98% of programs have 3 or more PLO statements. In addition to increasing the number of PLOs, their work continues on as they review the num-ber and quality of SLO statements. The deadline for SLO submission is November 8th. SLO Facilitators have been working

closely with faculty to provide assistance and guidance as faculty strive to meet the November 8th deadline.

A big thank you goes to our Faculty, Associate Deans, Deans and Admins, and of course, our wonderful team of Facilitators who have been working endless hours with SLO Coordinators to attain our goal. All facilitators have attended "**Writing Quality PLO and SLO Statements"** and "**TracDat 101 Workshops"** as we prepare to complete a number of assessments this fall. These workshops are also available to faculty and will also be offered in Spring 2014.

We are clearly at the *Proficiency* level as outlined by the ACCJC's SLO rubric and have an abundance of information and evidence to share with the Accrediting team when they visit us in the fall.

Our next challenge is to move to the final level of *Sustainability* by Fall 2014 in order to fully meet accreditation standards. Given the quality and quantity of the work that has been done thus far and the dedication demonstrated across campus, sustainability is attainable.

www.elcamino.edu

http://www.compton.edu

El Camino College
Compton Center

DR. DAVID MARSHALL'S FLEX PRESENTATION: MOVING FROM COMPLIANCE TO INTENTIONALITY

Dr. David Marshall's Flex day address at the general session on August 22 was well received by faculty. Marshall highlighted his premise for assessment and stated that faculty's fear regarding accreditation should be redirected to assessing SLO and PLOs for the purpose of intentionality rather than compliance.

Marshall elaborated on the two perceptions of the assessment cycle. The first focuses on assessments that are conducted and completed for the sole purpose of meeting accreditation requirements. This perception creates a culture that sees accreditation as an end in itself, seeks information on what accreditors want to see and instills fear that stems from whether the institution has met accreditation expectations. The second perception presented by Marshall generates a culture that is student centered, seeks information about how well students are learning, accepts responsibility for student learning, reflects on what faculty teaches and how well they teach and experiments with new strategies

Marshall added that the culture of intentionality that focuses on student learning opens a clear approach to assessment that matches curriculum objectives. Marshall encourages all faculty to ask the following questions as they consider assessment as method of research that is focused on student learning.

- *What do we want students to know, understand, and be able to do?*

- *Where do students learn what we expect them to learn?*

- *How well did students learn what we expected them to learn?*

- *How de we know how well they learned what we expected them to learn there?*

David Marshall's presentation provided faculty a clear premise for our ongoing and continuous improvement. Additionally, his approach prepares faculty to respond to assessment with our prime beneficiaries in mind:
OUR STUDENTS!

PLO REPORT

Multiple PLO Assessments Lead to Program Changes
by Bob Klier

The Math for Teachers program has conducted multiple assessments for its PLOs and continues to make instructional and curricular changes based on program-level assessment results. For example, the below Math for Teachers PLO has been assessed at least three times, presenting the program with the ability to reflect on data collected over the years.

> *Students will be able to analyze a solution to a mathematics problem, determine the appropriateness of the solution, and if errors are made, explain the misconceptions or errors made and how to solve the problem correctly using written and oral means.*

Initial rubric-based assessment results and analysis indicated that students were generally successful at demonstrating the knowledge and skills associated with this PLO. Subsequent assessments yielded more specific observations and analysis.

Early PLO assessment results indicated that students' demonstration of their knowledge and skills improved with time throughout the semester. Results also indicated that Math 115 and Math 116 students did better with explaining mathematical concepts, which, program faculty reflected, might be due to more exposure to this type of problem as they progress through the Math 110, Math 115, and Math 116 sequence of courses.

Recent PLO assessment results indicated that student performance dropped slightly from 2012 to 2013. Program faculty reflected on these results:

> *We had a lively discussion about the results and more importantly, what strategies might be put in place for fall 2013 when the course if offered again. As part of the in class activities and dis- include specific questions though these types of part of the work for this provide more opportuni- mathematical work of made, and explain what understand and ways to cussions, the instructors will [relating to the PLO]. Even questions have always been course, instructors will now ties for students to analyze the others, diagnose the errors concepts the student did not reteach the content so that the student will not make the error again. We feel that more practice, especially during in class activities and discussions, will help all students do better at these types of problems. We concur that more practice especially under the watchful eye of the instructor and in collaboration with their peers, will result in improved results on this PLO.*
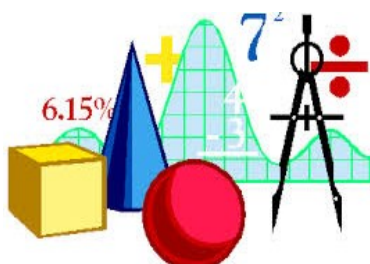
Math for Teachers program faculty also used assessment results, program review, and prior work to propose a restructuring of class hours for three courses (Math 110, Math 115, and Math 116) to 2 hours lecture and 2 hours lab. Faculty postulated that the increased student contact hours in Math 110 would lead to increased mathematical understanding for the prospective teachers completing this course as well as their improved abilities solve a mathematical problem, analyze the solution, find errors and explain the misconceptions in written and oral forms.

El Camino College & Compton Center
Fall 2013
Making the SLO Process
<u>M</u>eaningful and <u>M</u>anageable

Training Sessions
You will receive flex credit and a bag of M & M's for attending these workshops.
To register log into:
To register log into: http://elcamino.flexreporter.com

Learn to use the new TracDat SLO software system to find your SLO statements, enter your assessment results, and follow up on your reports.	
To register log into: http://elcamino.flexreporter.com	
Monday, October 21st	10:00 -11:00 am (ECC-Library West Basement - Rm 19)
Monday, October 21st	1:00 - 2:00 pm(ECC-Library West Basement - Rm 19)
Tuesday, October 22nd	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, October 22nd	2:30 to 3:30 pm (ECC-Library West Basement - Rm 19)
Wednesday, October 23rd	10:00 - 11:00 am(ECC-Library West Basement - Rm 19)
Wednesday, October 23rd	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Friday, October 25th	10:30 - 11:30 am (ECC-Library West Basement - Rm 19)
Tuesday, October 29th	1:00 - 2:00 pm (Compton Center-VT 124)
Thursday, October 31st	1:00 - 2:00 pm(ECC-Library West Basement - Rm 19)
Tuesday, November 5th	1:00 – 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, November 5th	5:30 – 6:30 pm (ECC-Library West Basement - Rm 19)
Thursday, November 14th	1:00 - 2:00 pm (Compton Center-VT 124)
Friday, November 15th	10:00 - 11:00 am (Compton Center-VT 124)
Friday, November 15th	11:00 - 12:00 am (Compton Center-VT 124)
Friday, November 22nd	9:00 - 10:00 am (ECC-Library West Basement - Rm 19)
Friday, November 22nd	10:00 - 11:00 am(ECC-Library West Basement - Rm 19)
Tuesday, November 26th	1:00 - 2:00 pm (Compton Center-VT 124)

Writing Quality PLO and SLO statements
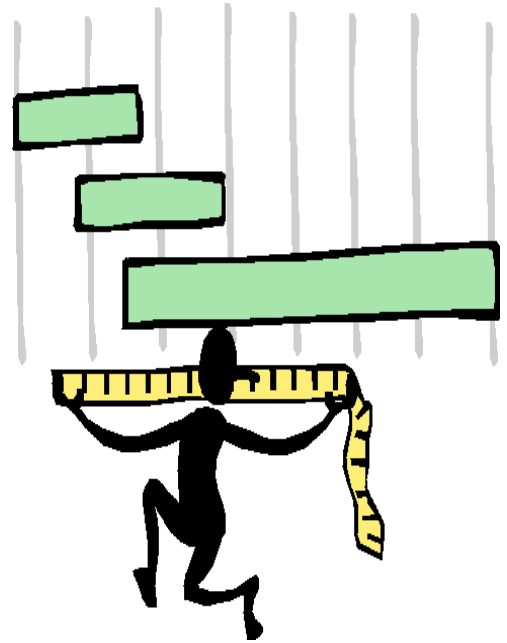Thursday, September 19th
1:00 – 2:30 pm
Friday, October 25th
9:30 to 11:00 am
Teaching Learning Center – Library West Basement
Learn how to write or revise your PLO and SLO
statements to make sure they are measurable, meaningful,
and manageable.

You, Me, Them: From Assessment to Classroom Transformation

Two Compton Center faculty, Amber Gillis and Chelvi Subramaniam presented at the **2013 Strengthening Student Success Conference** on October 9 in San Francisco. Their presentation addressed many of the same questions faculty ask:

> *Your students do not seem motivated. Nor can you keep them in class long enough to help them. Sound familiar? We can continue to argue that students are inappropriately placed, they are inadequately prepared, and limited funding is allocated to student achievement. Furthermore, immediate improvements may not be seen, and if there are any, they are generally minimal. Who is to be held accountable? Students? Instructors? Administration? Lawmakers?*

Gillis and Subramaniam's presentation provided a systematic approach to inquiry designed to provide practitioners on-going strategies and tools that they can utilize to take them from assessment to analysis to implementation of successful classroom strategies. Their approach is to provide a group of stakeholders the tools that they require to begin classroom transformation. These strategies encourage faculty to share their knowledge, strategies and tools that have worked for them in their classrooms which will contribute to institutional transformation that fosters a culture of improvement.

The following were some of the ideas that were presented to a standing room crowd of faculty from across the State:

> *Culturally inclusive practices*
> *Mentorship practices*
> *Co-mentorship programs*
> *Syllabus restructuring*
> *Embedding tutoring in classroom assignments*
> *Student established goals*

For more information regarding specific activities that you can include in your classrooms, please contact Amber and Chelvi at agillis@elcamino.edu or csubramaniam@elcamino.edu

AP 7160   Professional Development

The District shall establish a professional development plan consistent with the Educational Master Plan, District strategic priorities, and the stated mission of the ECC Professional Development Department, in consultation with college constituencies.

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:
1. Institutional priorities, including student success
2. Results of needs assessment surveys
3. ~~Input from the college constituent groups~~
4. Evaluations of previous professional development activities
5. Legal mandates

Professional development activities, guidelines and processes including information about the Flex program are published on the District website.

Professional development activities may include, but are not limited to:
1. Improvement of teaching
2. Improvement of services to students
3. Institutional effectiveness
4. Development and maintenance of current academic and technical knowledge and skills
5. Training to meet institutional needs and priorities
6. Development of innovations in instructional and administrative techniques and program effectiveness
7. Computer and technological proficiency programs
8. Instructional technology
9. Training required by laws, codes, and regulations

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. The Academic Senate will be consulted in the planning of faculty professional development activities.

See also AP 7341 Sabbaticals

References:
Accreditation Standard III.A.5
Education Code Sections 87767, 88220, and 88227
Title 5 §53200

El Camino College   Adopted: DATE

BOARD POLICY 4027   Administration of Relations with the Academic Senate

I. <u>Purpose and Definitions</u>

   A.   The purpose of this policy is to implement the provisions of Subchapter 2, Section 53200, et seq. of the California Administrative Code, Title V, which reads as follows:

      632   EDUCATION   TITLE 5
                                    (Register 70, No. 16—4-18-70)
                    SUBCHAPTER 2. ACADEMIC SENATES

53200. Definitions. For the purpose of this subchapter
(a) "Faculty" means those certificated persons who teach full time in a Community College or other full-time certificated persons who do not perform any services for the college that require an administrative or supervisory credential.

(b) "Academic senate" and "faculty council" means an organization formed in accordance with the provisions of this subchapter whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. NOTE: Authority cited for Chapter 1, Subchapter 2: Sections 193, 197 and 22650, Education Code.

53201. Academic Senate or Faculty Council. In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters, an academic senate or faculty council may be established.

53202. Formation; Procedures; Membership. The following procedures shall be used to establish an academic senate or faculty council:
(a) The faculty of a Community College shall decide by secret ballot to have an academic senate or faculty council.

(b) The governing board of the district maintaining that Community College shall establish the academic senate or faculty council by authorizing the faculty to:
    1) Fix and amend by vote of the faculty the composition, structure, and procedures of the academic senate or faculty council.

    2) Select, in accordance with accepted democratic election procedures, the members of the academic senate or faculty council.

53203. Powers. After consultation with the administration of its Community College, the academic senate or faculty council may present its written views and recommendations to the governing board. The governing board shall consider and respond to such views and recommendations.

53204. "Meet and Confer." Upon the request of the academic senate or faculty council and subject to Chapter 9 (commencing with Sections 54950) Part 1, Division 2, Title 5 of the Government Code relating to public meetings when applicable, the governing board or such board members or administrative officers as it may designate shall meet and confer with representatives of the academic senate or faculty council with respect to recommendations made or proposed to be made by the senate or council. The designation of board member or administrative officers as provided herein shall not preclude the representatives of an academic senate or a faculty council from meeting with, or appearing before, the governing board with respect to the views, recommendations, or proposals of the senate or council at a regular or special meeting of the board.

53205. Duties assigned by Administration and Governing Board. An academic senate or faculty council may assume such responsibilities and perform such functions as may be requested of it by the administration of its Community College or the governing board of the district maintaining its Community College.

B. All discussions, conferences, and other communications shall be carried on in an atmosphere of respect and courtesy characteristic of the offices held by the Academic Senate members, the Administrative Officers, and the classified and supervisory staff of the El Camino Community College District.

II.   Principles of District Operation
      The Governing Board is by law officially responsible for the final determination of all policy matters for the District and cannot relinquish or delegate that responsibility to others.

A. Nothing in this policy shall be construed to preclude the normal day-to-day communication necessary for the operation of an effective educational program.

B. Nothing in this policy shall be construed to withhold from any individual employee the rights and privileges he may possess as an individual citizen or employee. Further, these rules shall not prevent an individual employee from

presenting his views on his own behalf to the Administration or the Governing Board.

  C.   Nothing in this policy shall limit the right of the Governing Board, the Superintendent or his representatives to meet and discuss matters of individual or group concern with any individual employee or any group of such employees.

III. Responsibilities of the Academic Senate
  A. The Academic Senate operates within the framework of El Camino College to suggest, help formulate, revise, and carry out District policies.

  B. The Senate shall represent the faculty and help facilitate meaningful communication among faculty, Administration, and Board.

  C. The Academic Senate assumes the responsibility to participate in the identification, improvement, and evaluation of the educational standards and practices of the institution.

  D. The Senate will seriously consider and promptly respond to any assignments made by the Board of Trustees or the Administration.

  E. In addition to the regular academic year, the Senate will provide responsible leadership for the purposes of liaison with the Administration and Board of Trustees during at least the six weeks summer session each year.

IV. Rights of the Academic Senate
  A. Monthly during the academic year, and when the need arises, representatives of the Administration, including the President's Cabinet, shall meet with the Senate Executive Committee to discuss all issues of interest to either or both groups. The President-Superintendent of the college and the Senate President, or their designees, shall serve as chairmen of these meetings during alternate semesters.

  B. The President of the Academic Senate or his designee shall attend meetings of the President's Committee, and the President of the college or his designee shall attend meetings of the Academic Council. Additionally, Senate representatives and Administration representatives shall attend such other meetings as are agreed upon annually at the first meeting of the joint Senate-Administration Committee.

C. The Vice President-Instruction shall have a special responsibility to provide administrative liaison with the Senate, but he shall not be the only channel for cooperation and communication.

D. The Senate shall be provided with adequate facilities and budget as determined by the Board of Trustees in order that it may carry out the functions assigned to it.

E. Senate responsibilities will be considered by the Deans of Instruction when developing teaching schedules for officers of the Academic Senate.

Previous Board Policy Number: 4139
El Camino College
Adopted: 8/7/72
Renumbered: 5/16/05

DRAFT POLICY Restricted - Smoking Areas

Board Policy 3555   **Restricted - Smoking Areas**

In order to provide a safe learning and working environment for students and employees, El Camino College is designated a Restricted-Smoking Campus. Except as noted below Smoking will be prohibited in all indoor and outdoor campus locations and in District vehicles. Smoking areas will be provided in strategic and designated areas around campus and will be conspicuously posted throughout the campus. Enforcement of the policy will rely on the consideration and cooperation of smokers and non-smokers and it will be the responsibility of all members of the District to observe and follow established guidelines. The Superintendent/President shall assure that the District distributes information on the designated smoking areas on an annual basis through the College's schedule of classes, handbooks, websites, and other appropriate means.

El Camino College
Adopted: