



# Academic Senate of El Camino College 2013-2014

April 15, 2014

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

## Officers & Executive Committee

President	<b>Christina Gold</b>	VP Finance & Special Projects	<b>Lance Widman</b>
VP Compton Educ'l Center	<b>Michael Odanaka</b>	VP Academic Technology	<b>Pete Marcoux</b>
Curriculum Chair	<b>Mark Lipe</b>	Co-VPs Faculty Development	<b>Claudia Striepe</b>
VP Educational Policies	<b>Alice Martinez</b>		<b>Kristie Daniel-DiGregorio</b>
VP Instructional Effectiveness	<b>Karen Whitney</b>	Co-Presidents Elect	<b>Claudia Striepe and Chris Jeffries</b>
Secretary	<b>Chris Jeffries</b>		

<u>Adjunct</u>	(1 yr term)	<u>Health Sci &amp; Athletics/Nursing</u>	<u>Natural Sciences</u>
<b>vacant</b>		<b>Mark Lipe</b> 13/14	<b>Sara Di Fiori</b> 13/14
<b>vacant</b>		<b>Tom Hicks*</b> 13/14	<b>Miguel Jimenez*</b> 15/16
		<b>Mina Colunga</b> 15/16	<b>Anne Valle</b> 15/16
<u>Behavior &amp; Social Sciences</u>		<b>Kim Baily</b> 13/14	<b>vacant</b>
<b>vacant</b>	14/15	<b>Robert Uphoff</b> 14/15	<b>vacant</b>
<b>Christina Gold</b>	13/14		
<b>Kristie Daniel-DiGregorio</b>	14/15	<u>Humanities</u>	<u>Academic Affairs &amp; SCA</u>
<b>Lance Widman*</b>	13/14	<b>Rose Ann Cerofeci</b> 15/16	<b>Francisco Arce</b>
<b>Michael Wynne</b>	14/15	<b>Peter Marcoux*</b> 15/16	<b>Karen Lam</b>
		<b>Kate McLaughlin</b> 15/16	<b>Jeanie Nishime</b>
<u>Business</u>		<b>Barbara Jaffe</b> 14/15	<b>Robert Klier</b>
<b>Phillip Lau*</b>	15/16	<b>Ashley Gallagher</b> 15/16	<u>Associated Students Org.</u>
<b>Tim Miller</b>	15/16		<b>Stefan Ecklund</b>
<b>Josh Troesh</b>	15/16	<u>Industry &amp; Technology</u>	
		<b>Patty Gebert</b> 15/16	<u>President/Superintendent</u>
<u>Compton Educational Center</u>		<b>Ross Durand</b> 15/16	<b>Thomas Fallo</b>
<b>Estina Pratt</b>	14/15	<b>Mark Fields</b> 15/16	
<b>Chris Halligan</b>	14/15	<b>Tim Muckey</b> 15/16	<u>Division Personnel</u>
<b>Essie French-Preston</b>	14/15	<b>Merriel Winfree</b> 15/16	<b>Jean Shankweiler</b>
<b>Michael Odanaka*</b>	13/14	<b>Lee MacPherson*</b> 15/16	<b>Tom Lew</b>
<b>vacant</b>		<u>Learning Resource Unit</u>	
		<b>Moon Ichinaga</b> 13/14	<u>Faculty</u>
<u>Counseling</u>		<b>Claudia Striepe*</b> 13/14	<b>Ken Key</b>
<b>Griselda Castro</b>	14/15		<b>Tom Hazell</b>
<b>Chris Jeffries*</b>	14/15	<u>Mathematical Sciences</u>	<u>Ex-officio positions</u>
<b>Dexter Vaughn</b>	13/14	<b>Zachary Marks</b> 15/16	ECCFT President
		<b>Hamza Hamza</b> 13/14	<b>Sean Donnell</b>
<u>Fine Arts</u>		<b>Arkadiy Sheynshteyn</b> 13/14	<b>Nina Velasquez</b>
<b>Ali Ahmadpour</b>	14/15	<b>Alice Martinez</b> 14/15	Curriculum Chair
<b>Chris Wells*</b>	14/15	<b>Eduardo Barajas</b> 13/14	<b>Mark Lipe</b>
<b>Russell McMillin</b>	14/15		CEC Chair-Elect
<b>Vince Palacios</b>	14/15		<b>Paul Flor</b>
<b>Karen Whitney</b>	14/15		<u>Institutional Research</u>
			<b>Irene Graff</b>
			<b>Carolyn Pineda</b>

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")



**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** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2013**

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

**SPRING 2014**

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 3	Distance Ed Room
April 15	Alondra Room
May 6	Alondra Room

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

**FALL 2013**

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

**SPRING 2014**

January 23 (if needed)	Board Room
February 6	Board Room
February 21	Board Room
March 6	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER (12:30)</b>		
<b>B. APPROVAL OF MINUTES</b>	<b>A. Minutes – April 3, 2014</b>	
<b>C. SPECIAL REPORTS</b>	<b>A. Student Success Showcase: Sign Language.</b> This showcase highlights six ECC programs that are particularly successful at incorporating one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued. Sandra Bartiromo will make this meeting’s presentation on sign language.	p. 6-10  10 minutes
<b>D. UNFINISHED BUSINESS</b>	<p><b>A. BP/AP 4021 Program Discontinuance.</b> This BP/AP is in the 10+1 purview of the Senate and requires two readings and a vote. This is a new policy/procedure that has been approved by the Educational Policies Committee, Deans’ Council, and the VPAA. This draft contains revisions reflecting discussion at the Feb. 18, 2014 ECC Senate meeting. At the second reading, it was tabled with the request that it be brought back with further information. Legal evidence in the form of Title 5 and Educational Code is included in the packet. A handout from CTE faculty is also provided for discussion. This is a third reading and the Senate may vote on this item.</p> <p><b>B. CTE Two-Year Program Review Template.</b> This is a second reading of revisions to the two-year CTE program review template.</p> <p><b>C. Minimum Qualifications – Sociology.</b> The Sociology Program is requesting that we adjust our local minimum qualifications to mirror the state minimum standards. This is a second reading and the Senate may vote on this item.</p> <p><b>D. AP2510 Collegial Consultation.</b> This revision brings the language in AP2510 into alignment with “Making Decisions at El Camino College, 2012-2016.” BP 2510 is included in this packet for informational purposes. “Making Decisions” was included in the April 3. There are no recommended changes to BP 2510. This is a second reading of the revisions to AP 2510 and the Senate may vote on the item.</p>	<p>p. 11-21 handout  15 minutes</p> <p>p. 22-25 5 minutes</p> <p>p. 26-28  5 minutes</p> <p>p. 29-35  5 minutes</p>



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	<p>E. <b>BP 4027 Administration of Relations with the Academic Senate.</b> This 1972 Board Policy is outdated, has not been updated in 42 years, and is recommended by the Educational Policies Committee, the Vice President of Student and Community Advancement for elimination. It has been superseded by BP/AP 2510 Collegial Consultation, which more accurately reflected the additional powers granted to Academic Senates in AB 1725 in 1988. This is a second reading and the Senate may vote.</p>	<p>p. 36-39  5 minutes</p>
<p><b>E. NEW BUSINESS</b></p>	<p><b>A. Institutional Learning Outcomes.</b> The revised Institutional Learning Outcomes are being brought to the Senate after careful and extensive discussion in and approval by the Assessment of Learning Committee. This is a first reading.</p>	<p>p. 40-41  10 minutes</p>
<p><b>F. INFORMATION ITEMS – DISCUSSION</b></p>	<p><b>A. Assessment of Learning Committee: SLO Coordinators and Associate Dean of Academic Affairs.</b> The SLO Coordinators and Assoc. Dean were invited by the Senate to report on accreditation requirements and our local assessment processes. In addition, the General Education Outcomes and their relationship to the ILOs will be explained. Discussion facilitated by Pete Marcoux.</p>	<p>p. 42-44  15 minutes</p>
<p><b>G. OFFICER REPORTS</b></p>	<p><b>A. President – Christina Gold</b>  <b>B. VP – Compton Education Center – Michael Odanaka</b>  <b>C. Chair – Curriculum – Mark Lipe</b>  <b>D. VP – Educational Policies – Alice Martinez</b>  <b>E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio</b>  <b>F. VP – Finance – Lance Widman</b>  <b>G. VP – Academic Technology – Pete Marcoux</b>  <b>H. VP – Instructional Effectiveness – Karen Whitney</b></p>	<p>p. 45-51  p. 52-54  p. 55-58  p. 62-63</p>
<p><b>H. Special Reports</b></p>	<p><b>I. Assessment of Learning Committee and SLOs Update – Karen Whitney</b>  <b>J. ECC VP of Academic Affairs, Francisco Arce</b>  <b>K. ECC VP of Student and Community Advancement, Jeanie Nishime</b></p>	<p>p. 59-61</p>
<p><b>L. FUTURE AGENDA ITEMS</b>  <b>M. PUBLIC COMMENT</b>  <b>N. ADJOURN</b></p>		



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## Committees

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

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 <sup>rd</sup> 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				
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Gold, Chris Jeffries, Claudia Mosqueda, Sara Blake		1-2:00	Library 202

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

# ACADEMIC SENATE ATTENDANCE & MINUTES

3 April 2014

## Adjunct Faculty(1 year)

Vacant

Vacant

### Behavioral & Social Sciences

Gold, Christina X

Daniel-DiGregorio, Kristie X

Widman, Lance X

Wynne, Michael X

Vacant

### Business

Lau, Philip S.

Miller, Tim

Troesch, Josh X

### Counseling

Castro, Griselda

Jeffries, Chris EXC

Vaughn, Dexter

### Fine Arts

Ahmadpour, Ali X

Wells, Chris X

McMillin, Russell EXC

Palacios, Vince EXC

Whitnay, Karen X

### Health Sciences & Athletics

Colunga, Mina

Baily, Kim EXC

Hicks, Tom X

Lipe, Mark X

Uphoff, Robert X

### Humanities

Cerofeci, Rose Ann X

Gallagher, Ashley X

Marcoux, Pete X

McLaughlin, Kate

Jaffe, Barbara EXC

### Industry & Technology

Durand, Ross X

Fields, Mark X

Gebert, Pat X

MacPherson, Lee X

Muckey, Tim X

Winfree, Merriel X

### Learning Resources Unit

Striepe, Claudia X

Ichinaga, Moon X

### Mathematical Sciences

Barajas, Eduardo

Hamza Hamza X

Marks, Jachary X

Sheynshteyn, Arkadiy X

Martinez, Alice

### Natural Sciences

Jimenez, Miguel

Di Fiori, Sara X

Valle, Anne X

VACANT

VACANT

### Academic Affairs & SCA

Arce, Francisco X

Klier, Bob

Nishime, Jeanie

### Compton Education Center

French-Preston, Essie

Pratt, Estina

Halligan, Chris

Odanaka, Michael

VACANT

### Assoc. Students Org.

Ecklund, Stefan

### Ex- Officio Positions

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Pineda, Carolyn (Instit Research) X

### Guests, Dean's Rep, Visitors:

Dean Lew, Dean Rodriguez, Joshua Rosales,  
Steve Cocca, Daniel Suvater, Hiram Hironaka

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

The fourth Academic Senate meeting of the Spring 2014 semester was called to order by Academic Senate President Gold at 12:34pm. The meeting had been relocated to the Distance Education room.

#### **Approval of last Minutes:**

Two sets of minutes were presented for approval.

The February 18<sup>th</sup>, 2014 were accepted and approved as written.

Re: the March 4th, 2014 minutes, Mr. Lipe noted that he had attended the meeting, and not Mr. Hazell, as noted (see attendance sheet). The minutes were accepted and approved as amended.

AS President Gold thanked the senators for completing the Accreditation “homework” of reviewing sections.

AS President Gold made a request to reorder the agenda to accommodate the schedules of presenters. This was agreed to.

#### **UNFINISHED BUSINESS**

##### **Academic Program Review Materials Revision: [pg. 37-64 of packet]**

C. Gold noted that this was the second reading of the item, and that minor changes had been made in an effort to improve the process.

A signature page had been added to show the representatives involved and their sign-off. It was noted that sign-off does not assume agreement with the contents.

An option to include a contrary/dissenting opinion had been added on the recommendation of Mr. Klier Assistant Dean of Student Affairs.

A Student Satisfaction Survey requirement was added, as this will provide useful feedback and data.

L. Widman moved to approve, and P. Marcoux seconded the motion. There was no discussion and the item went to the vote. The vote was unanimous in favor of the revision.

##### **Compton Educational Center Faculty Council By-Laws: [pg. 65- 69 of packet]**

The CEC faculty body has voted on and ratified these revisions. This is the second reading at ECC. C. Gold read a statement from M. Odanaka of CEC, noting that the CEC had decided to keep the tenure and service years and that a change had been made in the curriculum area.

L. Widman moved to approve, seconded by P. Marcoux. Discussion followed. It was noted that the proposed changes are in **bold**. The item was opened for discussion. The curriculum area section had been discussed by M. Lipe and the CEC. C. Gold noted that the main reason for the by-law changes was the divisional reorganizations at the CEC. C. Wells asked whether the changes would have an impact on the number of representatives needed. C. Gold thought not. L. Widman opined that the tenure issue was exclusive of new faculty. The item went to vote. The vote was unanimous in favor of the revisions. P. Marcoux called M. Odanaka with the results of the vote as the CEC faculty were standing by to elect their representatives. Our prior vote was needed as the Faculty Council is a sub-committee of the Academic Senate.

##### **Academic Senate – Vice President Officer Position Nominations and Elections:**

This is the second round of nominations and election of VP Instructional Effectiveness, VP Finance and Special Projects, and VP Academic Technology.

The position of Co-VP Faculty Development will not be available this session as one of the current Co-VPs, Kristie Daniel-DiGregorio, will continue the next term as sole VP.

C. Gold reported that Sara Di Fiori has accepted the position of Academic Senate Secretary when C. Jeffries becomes Co-President of the Academic Senate next semester.

P. Marcoux nominated L. Widman for the position of VP Finance and Special Projects. L. Widman accepted and all voted aye.

C. Striepe nominated P. Marcoux for the position of VP Academic Technology. P. Marcoux accepted and all voted aye.

Later in the meeting C. Striepe nominated K. Whitney for the position of VP Instructional Effectiveness. K. Whitney accepted and all voted aye.

**BP/AP 4021 Program Discontinuance: [see pg. 34-36 of packet]**

This is the second reading of the item. The BP/AP is under the 10+1 purview of the Senate. C. Gold reported that this is a new policy/procedure that has been approved by the Educational Policies Committee, Deans Council and the VPAA. The draft here contains revisions reflecting discussion from the first reading at the Feb 18<sup>th</sup> 2014 Senate meeting.

P. Marcoux moved to approve and L. Widman seconded the motion. The item was opened for discussion. C. Gold noted changes on pg. 34 are meant to clarify that undergoing the investigation process does not necessarily mean the program will be discontinued. C. Gold noted that some changes were made to clarify the language. The changes at the bottom of pg. 35 are meant to provide opportunities for faculty and Dean participation and feedback. The change on the top of pg. 36 is meant to clarify what events may trigger the process of investigating a program for discontinuance.

C. Striepe noted that S. Cocca had brought copies of an alternative policy and wished to address the Senate.

S. Cocca felt that the proposed Policy and Procedure does not take into account all the qualitative and quantitative criteria that need to be addressed, or needs of the community and students. He proposed to read his alternative policy. C. Gold felt it might be better if all Senators had a hard copy in front of them. S. Cocca felt one needed to look at other factors affecting a program, like a recession. Also one should have input from the community and what they perceive as important for that community. S. Cocca also had an issue with what he felt was an attempt to discontinue programs that are seen as “expensive”. He felt the programs might be expensive to fund and run, but the students would later become employers in the community and would generate money for the community. He cited colleges like SMCC that had discontinued programs and later retracted their actions.

A. Ahmadapour felt that S. Cocca had valid points, and that the Senate should not cave in to the demands of Sacramento and the Administration. The community and citizens rights as taxpayers should not be forgotten.

C. Gold noted that this is a required policy and we had been discussing it for five years already.

K. Daniel-DiGregorio asked whether the proposed procedure “will collect data and conduct search necessary” [pg.35] and the factors listed [pg.36] including conducting job market analysis, would not address these concerns. S. Cocca agreed that they might, but urged the Senate to take responsibility for academic affairs. He noted that our programs do a two yearly labor study already, and our programs are viable. Senate was urged to give them a fair shake, and not kill off because of economics. C. Gold noted that the Senate did participate in building the policy, and could not decide, but only make recommendations to the Board of Trustees. S. Cocca opined the recommendation process was flawed. Industry and Technology programs like Cosmetology and the Fire Academy are expensive programs, but based on industry co-operation. Industry likes the programs as we send them work-skilled, employable students. Achievement data seems skewed, as not all the students need a certificate, but have still achieved their goal. P. Marcoux noted that the committee is usually made of 6 people from across campus –including a Dean, Senate President, 2 faculty, etc. S. Cocca asked what happens in the event of a tie. It was agreed that language was needed to cover this, and also to explain how a recommendation is made to the BOT. The procedure needs to spell out how the decision is made. K. Daniel DiGregorio agreed that clarification and fine-tuning were needed. A. Ahmadapour felt were are destroying a culture, and turning the college into something akin to a transfer institution. C. Wells felt that a flawed policy is better than no policy, given that we are required to have one, and have not for many years. He noted that no-one liked policies, and we could revisit the policy at a later date.

S. Coca asked for an explanation of the meaning of factor 5 [pg.36]”The need for and present adequacy of resources”, and felt the last 2 factors are shortsighted. M. Lipe asked for a clarification of the timeline were we to table this item, given that fall is critical for the publication of the catalog, and policies are



usually published in the catalog. C. Gold noted that the catalog is already done for the year as we work well in advance.

C. Gold noted that we would always need the agreement of Administration when crafting policy and documents. P. Gebert said that 20 years ago the situation was much different with 13 full-time and 5 part-time faculty, and program discontinuance was a real concern. C. Gold noted that at the time the Division was unprotected by a policy.

S. Cocca said his alternate policy allows for 3 possible outcomes: continuation of program, continuation with qualifications, discontinuance- there were options.

C. Wells noted that other institutions have similar language, but C. Gold noted it had been rejected here in the past.

Dean T. Lew said that while he understood the passion in the debate, he felt the senators might not understand the process for developing a policy and accompanying procedure. T. Le pointed to the references at the bottom of the BP/AP noting that these are the enabling regulations. The policy and procedure must be based on Title V regulations and Title V cites the Education Code. The Committee does not write the disputed factors and points, they are directly from Title V and we cannot change them. T. Lew noted it had been hoped to get a Policy by year's end, and the committee had boiled it down to essentials so as to generate the least controversy. These laws have been in place for decades. S. Cocca respectfully submitted that the laws/statutes could be interpreted variously. C. Wells asked how close the policy is to the CCLC template?

L. McPherson made a motion to table the policy and look at the alternate version. M. Ichinaga asked whether it was possible to vote just on the policy and not the procedure. C. Gold said it was possible to split them for a vote. C. Wells thought it not a good idea and the procedures have to be aligned with the policy. A motion was made to table the item and bring it back with more information. Aye was the majority vote, with one nay, and no abstentions. C. Wells asked that the pertinent section of the Ed. Code be included.

## **SPECIAL REPORTS**

### **Student Success Showcase: Welding.**

The Student Success Showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, nurtured, focused, engaged, connected and valued. Renee Newell presented on the Welding program, and distributed a handout. R. Newell noted that 2014 saw the beginning of a boom for welding, which is showing a 9 – 13% job growth. Older welders are also retiring and industry is looking for younger technicians. Requirements are dropping and it is easy to find jobs. The jobs pay well and it is hard to keep the students in school. Some students do not want an Associate's degree, just enough techniques to get jobs. The program will document the jobs they are getting. Students are encouraged to stay in school and the program has stackable certificates so the pupils can leave with a certificate, and get more as they progress through the program. The certificates also help the track their time/hours in labs. R. Newell showed examples of metal forming exercises completed by students. The program offers L.A. Certification tests, Certificates in C&C Fabrication, Stick welding and more. An AA degree is important for managerial positions, and the stackable certificates give the students confidence to progress toward the degree. The program is beginning 8 week classes so that the students can finish quicker. They have striven to create a community where students feel comfortable and supported. K. Daniel DiGregorio asked whether the program tracked the students and R. Newell said not officially, but she keeps in touch with some informally. The program has developed a creative curriculum that looks at student needs and goals.

### **Employee Campus Climate Survey 2013 Results**

Joshua Rosales of Institutional Research and Planning gave the presentation accompanied by ppt. slide shown in the packet [pg 16-33].

The aim was to survey the campus working environment. Surveys were completed on paper and online.

The survey was based on a modified 2010 survey. Responses were decent in number, administration was particularly well-represented, but more adjunct feedback is needed in future. There was a new question regarding sexual identity which will need to be clarified as some did not understand the term GLBT. Looking at the 2010 survey IR found six groups of commonalities: Mission, Inclusion, Planning, Communication, Work Environment, and Service to Students. The 2011 survey showed some declines compared to 2010. How are the results used? The results are reported across campus to committees. Dr. Arce noted that results are used to identify trends, and the information is used in decision making and to improve processes – for instance in the area of communication. C. Gold had noted the low showing of Communication satisfaction and I. Graff of IR had suggested focus groups on the topic to get to the real factors behind the dissatisfaction. T. Muckey said he would like to see suggested actions and follow-up done as a result of survey results to see how we are using the data. Are we doing cross-correlation studies? J. Rosales replied that we had done a student survey in 2013 and IR could put these together and see whether there were any correlations. C. Wells asked if we compared our findings to other institutions? J. Rosales answered no. Dr. Arce noted that the intent is to survey our campus and improve this institution. We can collect enough data on other colleges from benchmarked studies for comparison.

### **INFORMATION ITEMS**

None

### **NEW BUSINESS**

The items were tabled.

### **OFFICER REPORTS**

There was no time for Officer reports. Minutes are included in the packet.

### **SPECIAL COMMITTEE REPORTS**

### **ADJOURN**

The meeting adjourned at 2:00pm.  
CS/ECC2014

## BP 4021

## Program Discontinuance

The purpose of this program discontinuance policy is to provide the Superintendent/President with a *process to determine whether or not an educational program should be discontinued*. ~~recommendation to discontinue any of the college's educational programs, in accordance with Title 5, Section 51022. The process through which the recommendation is developed will be determined by a~~ A joint task force of faculty and administrators ~~that~~ *will be established to develop the process, the* criteria and guidelines that will be applied to ~~assessing~~ *evaluating* the educational program. The task force, in its process of evaluation, will consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

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

### References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

**Purpose of Administrative Procedure 4021**

This administrative procedure provides general principles and guidelines for the process of determining whether or not the college should discontinue an educational program.

**Definition of an Educational Program**

An educational program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

**Process for Discontinuance**

Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees). Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee. The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. If the program being considered is offered at the Compton Educational Center, an administrator designated by the Compton Center Vice President and a Compton Center faculty member appointed by the President of the CCCD Academic Senate shall be invited to serve on the committee as well. ~~The deans and faculty members serving on the task force should not be affiliated with the program under review~~ *may not serve on the task force but may be invited to provide relevant information.*

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

~~The task force may further determine the need for a program based on f~~ Factors such as the following *may initiate this program discontinuance process and may be used by the task force in its deliberation:*

- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or ECC advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

### **Recommendation to Discontinue**

A recommendation to discontinue a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards ~~the~~ *its* goals and objectives ~~established for it~~. The recommendation will be presented in a report that explains the decision and provides the relevant data.

The task force will forward its report to the Superintendent/President, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

### References:

Educational Code 78016

Title 5, Sections 51022, 55000, 55130

programs justifies the establishment of the proposed courses of instruction.

(2) The governing board of the community college district shall make copies of each job market study available to the public.

(b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.

(c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall determine, by resolution, whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to Section 8092. (Added by Stats.1979, c. 977, p. 3346, § 7, eff. Sept. 22, 1979. Amended by Stats.1990, c. 1667 (S.B.1033), § 4; Stats.1995, c. 758 (A.B.446), § 104; Stats.1998, c. 365 (A.B.2214), § 1.)

§ 78016. Review of program; termination

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
(2) Does not represent unnecessary duplication of other manpower training programs in the area.
(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public. (Added by Stats.1979, c. 977, p. 3347, § 8, eff. Sept. 22, 1979. Amended by Stats.1982, c. 1329, p. 4906, § 5; Stats.1983, c. 537, § 4, eff. July 28, 1983; Stats.1990, c. 1667 (S.B.1033), § 4.5; Stats.1998, c. 365 (A.B.2214), § 2.)

ARTICLE 1.5. CONTRACT EDUCATION

Section

- 78020. Definitions.
78021. Establishment of programs; recovery of costs; calculating average daily attendance.
78022. Faculty.
78023. Nonprofit public benefit corporations that are not auxiliary organizations; conducting programs; use of district or college name, resources, or staff.

§ 78020. Definitions

For purposes of this article:

(a) "Contract education" means those situations in which a community college district contracts with a public or private entity

for the purposes of providing instruction or services or both by the community college.

(b) "Credit" refers to any class offered for community college credit, regardless of whether the class generates state apportionments.

(c) "Noncredit" refers to courses that meet the criteria for apportionment pursuant to Section 84711.

(d) "Not-for-credit" refers to classes, including community services classes, that are offered without credit and which are not eligible for apportionments pursuant to Section 84711. (Added by Stats.1987, c. 493, § 2.)

§ 78021. Establishment of programs; recovery of costs; calculating average daily attendance

The governing board of any community college district may establish, or with one or more community college districts may establish, contract education programs within or outside the state by agreement with any public or private agency, corporation, association, or any other person or body, to provide specific educational programs or training to meet the specific needs of these bodies.

The contracting community college district or districts shall recover, from all revenue sources, including, but not limited to, public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or training.

The attendance of students in these contract education programs shall not be included for purposes of calculating the average daily attendance for apportionments to these districts, unless all statutory and regulatory conditions for generating average daily attendance are met. (Added by Stats.1987, c. 493, § 2.)

§ 78022. Faculty

(a) Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes.

(b) Faculty teaching credit and noncredit contract education classes shall be compensated in the same manner as comparable faculty in the regular, noncontract education program. This subdivision does not apply to faculty teaching in contract education programs conducted outside California for the United States armed forces, unless the faculty member is covered by a collective bargaining agreement.

(c) Faculty teaching credit or noncredit contract education classes shall be evaluated according to the procedures used for the evaluation of faculty in the regular, noncontract education program.

(d) Faculty teaching not-for-credit contract education classes shall be compensated in the same manner as faculty in the regular, noncontract education program if the course meets the same standards as a course in the credit curriculum. This subdivision does not apply to faculty teaching in contract education programs conducted outside California for the United States armed forces, unless the faculty member is covered by a collective bargaining agreement.

(e) Faculty teaching not-for-credit contract educational programs shall be evaluated according to procedures specified in the contract between the community college district and the public or private entity to establish the program.

(f) This section shall not be construed to restrict the appearance of guest lecturers in any programs or classes operated by a community college district. (Added by Stats.1987, c. 493, § 2. Amended by Stats.1988, c. 1331, § 4; Stats.1994, c. 166 (S.B.1554), § 1.)

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5. New subsection (f), subsection relettering and amendment of newly designated subsection (g) and NOTE filed 5-31-96; operative 6-30-96. Submitted to OAL for printing only (Register 96, No. 23).
6. Amendment of section heading, section and NOTE filed 7-12-2002; operative 8-11-2002. Submitted to OAL for printing only (Register 2002, No. 35).

**§ 51012. Student Fees.**

The governing board of a community college district may only establish such mandatory student fees as it is expressly authorized to establish by law.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 15).

**§ 51014. Approval of New Colleges and Educational Centers.**

(a) The governing board of a community college district planning the formation of a new college or educational center shall obtain approval for such college or educational center from the Board of Governors. Approval shall be obtained before classes begin at the new college or educational center.

(b) The provisions of article 4 (commencing with section 55180) of subchapter 2 of chapter 6 shall govern the approval of new colleges and educational centers.

NOTE: Authority cited: Sections 66700, 70901 and 81805, Education Code. Reference: Sections 66700 and 70901, and articles 1, 2, and 3 (commencing with section 81800) of chapter 4, part 49, title 3, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).
4. Amendment of subsection (b) and amendment of NOTE filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

**§ 51016. Accreditation.**

Each community college within a district shall be an accredited institution. The Accrediting Commission for Community and Junior Colleges shall determine accreditation.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).

**§ 51016.5. Emergency Exception to Accreditation Requirement.**

Notwithstanding section 51016, the Chancellor may continue to allocate state funds to any community college district which operates a college that has had its accreditation terminated by the Accrediting Commission for Junior Colleges on or before September 30, 2006.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**HISTORY**

1. New section filed 7-14-2006 by Board of Governors of California Community Colleges with the Secretary of State; operative 7-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 2006, No. 30).

**§ 51018. Counseling Programs.**

(a) The governing board of a community college district shall adopt regulations and procedures consistent with the provisions of this section. A copy of district regulations and procedures, as well as any amendments, shall be filed with the Chancellor's Office.

(b) The governing board of a community college district shall provide and publicize an organized and functioning counseling program in each college within the district. Counseling programs shall include, but not be limited to, the following:

(1) academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals;

(2) career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends;

(3) personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education; and

(4) coordination with the counseling aspects of other services to students which may exist on the campus, including, but not limited to, those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

(c) Counseling services as specified in Subsection (b)(1), (2), and (3) shall be provided to first-time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 72620, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).

**§ 51020. Objectives.**

Each community college shall have stated objectives for its instructional program and for the functions which it undertakes to perform.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 15).

**§ 51021. Curriculum.**

Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in Subchapter 1 (commencing with Section 55000) of Chapter 6.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 71020.5, Education Code.

**HISTORY**

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).

**§ 51022. Instructional Programs.**

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

NOTE: Authority cited: Sections 66700, 70901 and 78401, Education Code. Reference: Sections 70901, 70902 and 78016, Education Code.

#### HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of HISTORY 2 (Register 95, No. 15).
4. Amendment of section and NOTE filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

### § 51023. Faculty.

The governing board of a community college district shall:

- (a) adopt a policy statement on academic freedom which shall be made available to faculty;
- (b) adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;
- (c) substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

#### HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 2 (Register 95, No. 15).
5. Amendment filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

### § 51023.5. Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and nonmanagement positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

(A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

(B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this section.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

#### HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b), (Register 91, No. 23).



each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;

(3) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;

(4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;

(5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree; and

(6) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.

(c) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).

(d) Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78401, Education Code.

#### HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Repealer of article 2 and section and new subchapter 2 (articles 1-5, sections 55100-55190), article 1 (sections 55100-55130) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

#### § 55101. Chancellor's Report. [Repealed]

##### HISTORY

1. Amendment filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Repealer filed 3-7-85; effective thirtieth day thereafter (Register 85, No. 10).

#### § 55130. Approval of Credit Programs.

(a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

- (1) The name of the proposed program.
- (2) The description of the proposed program.
- (3) a list of required courses to be included in the program.
- (4) course outlines of records for all courses in the program.
- (5) The purposes and specific objectives of the proposed program.
- (6) The place of the proposed program in the district master plan.
- (7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.

(8) The need for the proposed program ascertained with regard to at least the following factors:

(A) Other community colleges in the area currently offering the program;

(B) Other programs closely related to the proposed program offered by the college;

(C) Relation of the proposed program to job market analysis, where applicable;

(D) Enrollment projection for the proposed program;

(E) Recommendations of career technical education regional consortia, when applicable; and

(F) The classification of the courses in the program in accordance with section 55001.

(9) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:

(A) Library and media center resources;

(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.

(C) Availability of adequate or proposed financial support; and

(D) Availability of faculty.

(c) The development, establishment and evaluation of an education program shall include representative faculty involvement.

(d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) In multicollege districts, program approval is granted for a specific college.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#### HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of HISTORY 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

## Article 2. Approval of Noncredit Courses and Programs

#### § 55150. Approval of Noncredit Courses and Programs.

(a) All noncredit courses shall be approved by the Chancellor in accordance with this article on forms provided by the Chancellor. Failure to comply with the provisions of this article may result in termination of approval.

(b) Course outlines of record for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.

(c) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.

(d) The following noncredit educational programs shall be approved by the Chancellor:

- (1) Noncredit educational programs that qualify for enhanced funding;
- (2) Adult high school diploma programs as specified in section 55154; and

(3) Those noncredit educational programs that are otherwise required by law to be approved by the Chancellor.

(e) Noncredit educational programs requiring approval of the Chancellor shall be approved by the Chancellor in accordance with this article and on forms provided by the Chancellor.

Approval of a noncredit educational program is effective until either:

## Chapter 6. Curriculum and Instruction

### Subchapter 1. Programs, Courses and Classes

#### Article 1. Program, Course and Class Classification and Standards

##### § 55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

(a) "Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

(b) "Community Services Offering" means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.

(c) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

(d) "Contract Course" means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.

(e) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

(f) "Course" means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.

(g) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

(h) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

(i) "Noncredit basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

(j) "Nondegree-applicable basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

(k) "Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

(l) "Satisfactory grade" means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

##### HISTORY

Repealer of chapter 1 (subchapters 1-3, sections 55000-55144, not consecutive) and new chapter 1 (articles 1-2, sections 55000-55180, not consecutive) filed 12-21-81; effective thirtieth day thereafter (Register 81, No. 52). For prior history, see Registers 80, No. 11; 77, No. 45; and 71, No. 9.

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Sub-

mitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of HISTORY 2 (Register 95, No. 20).

4. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

##### § 55000.5. Handbook; Monitoring and Review of Approved Courses and Programs.

(a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by community college districts. The handbook shall contain course approval criteria and procedures for securing course and program approvals.

(b) The Board of Governors hereby adopts and incorporates by reference into this section The California Community Colleges Program and Course Approval Handbook issued March 2003, as it may be revised from time to time, along with any addenda thereto. In the event of a conflict between the provisions of the Handbook and the provisions of this chapter, the provisions of this chapter shall control.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

##### HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of HISTORY 1 (Register 95, No. 20).

3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

##### § 55001. Community College Educational Program. [Repealed]

NOTE: Authority cited: Sections 66700, 70901, and 78401, Education Code. Reference: Sections 66701, 70901, 70902, 78300, and 78401, Education Code.

##### HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

3. Editorial correction of HISTORY 1 (Register 95, No. 20).

4. Repealer filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

##### § 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

general education at the community college than the number required in CSU-GE and IGETC patterns.

### Other Rationale for Need

Community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. Form CCC-501 is also used to apply for approval of these programs.

This type of program might have a broad area of emphasis, such as "Social Sciences", or a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as "American Studies", "International Business", or "Multicultural Studies". It is possible that the required courses are not aligned with requirements for transfer, but nevertheless represent a cohesive packaging of courses. If the area of emphasis is designed to prepare students for transfer, all of the required courses should be transferable and should prepare students for a designated field of study at a four-year institution. The intent of such degrees must be clearly expressed in the narrative portion of the application.

Evidence of need for program applications is required. This documentation can be in the form of survey results, letters of support from community agencies, or other regional data in support of the need. It is also an appropriate choice for programs that are transferable only to a **single** university campus, because applications for transfer programs are required to prove articulation with **three** university campuses.

### **Modifications to Existing Credit Programs**

It is understood that credit programs – in particular CTE programs – are constantly updated and changed in order to maintain currency with industry standards and labor market trends. The Chancellor's Office must be notified of changes to existing programs. There are two categories of changes to existing credit programs—non-substantial and substantial, each with its own unique application form.

#### CCC-511: Non-substantial changes to approved credit programs

Changes that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field, are usually non-substantial modifications. Reporting of these changes to the Chancellor's Office is required. The following is a list of non-substantial changes that can be reported with the "CCC-511: Non-Substantial Changes to Approved Program" form.

- local title changes
- T.O.P. code changes
- certificate unit changes (adding or removing required courses)
- degree unit changes (adding or removing required courses)
- degree type changes (AA to AS or vice versa)
- delete or inactivate program
- re-activate an inactive program

The CCC-511 form is intended for minor changes that will be entered into the Inventory of Approved Programs. This form is also used to delete programs from the Inventory that are no longer being offered at the college and to request that a program be changed from "active" to "inactive" status or vice versa. Detailed instructions for using this form begin on p. 77. The Non-Substantial Change form may be submitted at any time. However, the Chancellor's Office offers an opportunity for such updates from the colleges, without submitting forms, during the Two-

Year Update of the Inventory of Approved Programs, which is normally conducted in even years.

#### CCC-510: Substantial changes to approved credit programs

Pursuant to Title 5, §55130(d), a program that has been approved by the Chancellor's Office must be submitted for re-approval if it is "modified in any substantial way." There is no specific numerical standard for determining when a program modification is "substantial." It is therefore a qualitative judgment rather than a quantitative one.

Substantial modifications require Chancellor's Office approval before they are offered if they are intended to appear by name on student transcripts, diplomas, or awards. The substantial modification may be a variation to an existing, approved credit program that does not reach the level of a "New Program." The "CCC-510: Substantial Changes to an Approved Credit Program" form may be used for all types of credit programs except Apprenticeships.

A credit program is considered to be substantially modified in any of the following situations:

- The goals and objectives of the program are substantially changed.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major to which students typically transferred in the past.
- The college wishes to add a new award to an existing program, such as a certificate of achievement added to a degree or a degree added to one or more existing certificates of achievement. All existing and proposed awards should be categorized in the **same four-digit T.O.P. code**.
- An existing program is split into two or more tracks, options, emphases, etc. in the **same four-digit T.O.P. code**.

In most cases the proposed changes in a 5-digit T.O.P. sub-discipline may be considered within an existing program classified in the corresponding four-digit T.O.P. discipline. Please check with the Chancellor's Office if you believe that may be appropriate for your circumstances.

If the Chancellor's Office believes the proposed substantial changes should have been submitted as a new program, the specialist may request additional information from the college before making an approval decision. As appropriate, this may include any of the elements on the "CCC-501: Application for Approval—New Credit Program."

#### CCC-501: Application for Approval—New Credit Program

The substantial modification may be such that a truly new program is created. This requires the submission of "CCC-501: Application for Approval - New Credit Program". Examples of substantial modifications that require a "New Credit Program" application include:

- The student award leads to a separate legally required license.
- The proposed change is within a **different four-digit T.O.P. discipline** than the T.O.P. code of the previously approved programs.
- The program was deleted from the program inventory, but the college would like to begin to offer the certificate or degree again.
- The number of required units for a certificate is increased from fewer than 18 semester units to 18 or more; or from fewer than 27 quarter units to 27 or more.
- The college is seeking approval of a Certificate of Achievement between 12-18 semester units or 18-27 quarter units, pursuant to Title 5 §55070(c). See instructions for Certificate of Achievement Approval on p. 47.

**Academic Senate of California Community Colleges, *Program Discontinuance: A Faculty Perspective Revisited*, 2012, pp. 18-19.**

*Statements in italics are explanations by Chris Gold to ECC Senate/faculty.*

**RECOMMENDATIONS TO LOCAL SENATES**

The Academic Senate for California Community Colleges recommends that local academic senates pursue the following actions regarding program discontinuance:

*Some of the following items can be built into the procedure, but others happen when we implement the procedure.*

1. Work collegially with district or college administration to develop a locally appropriate definition of a program for use in the program discontinuance process.
  - *In the procedure.*
2. Work collegially with district or college administration to ensure that program discontinuance processes are data-informed, inclusive, and comprehensive and that they are fairly and consistently implemented.
  - *Procedure ensures we will avoid unsubstantiated, unexplained program elimination.*
  - *Process is data and evidence driven, requiring a written report.*
  - *Procedure ensures the Senate is a full partner in the process.*
  - *Compton Center is included in the process if the program exists there.*
  - *The task force and Senate must ensure that the process is comprehensive and fairly and consistently implemented.*
3. Work collegially with district or college administration to connect program discontinuance to college planning and budget structures.
  - *In the procedure.*
4. Work collegially with district or college administration to develop processes for program modification and discontinuance during fiscal emergencies and have those processes in place before such emergencies occur.
  - *Availability of adequate financial support is only one of many factors that must be considered by the task force.*
  - *This policy/procedure protects programs from unsubstantiated elimination for fiscal reasons*
5. Work to ensure that the self-study aspects of program review remain separate from program discontinuance processes.
  - *In procedure.*
6. Create a strong role in the program discontinuance process for the advisory committees in occupational programs.
  - *Task force determines the extent of advisory committee involvement.*
7. Consult with the local bargaining agent to resolve contractual issues for faculty in the programs that are designated for modification or discontinuance.
  - *In procedure.*
  - *Consultation on policy/procedure will occur in College Council.*

*Additional Consideration:* *Minimize the disruption to students and ensure that they can complete their program in a timely manner.*

## **CAREER AND TECHNICAL EDUCATION – REVISED SUPPLEMENTAL QUESTIONS (DRAFT 4.8.2014)**

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.
2. How does the program address needs that are not met by similar programs in the region?
3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?
4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?
5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- 1) Advisory committee membership list and credentials
- 2) Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

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### **Current CTE Program Review Questions**

1. How strong is the occupational demand for the program?
2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?
3. What is the district's need for the program?
4. What is the state's need for the program?
5. How does the program address needs that are not met by similar programs in the region?
6. Are the students satisfied with their preparation for employment?
7. Are the employers in the field satisfied with the level of preparation of our graduates?
8. What are the completion, success, and employment rates for the students?
9. What is the role of the advisory committee and what impact does it have on the program?
10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

# EDUCATION CODE

## SECTION 78016

78016. (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.
- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=78001-79000&file=78015-78016.5>

## CTE 2 YEAR PROGRAM REVIEW: Sign Language/Interpreter Training

### Topline:

- Sign Language and Interpretation occupations significantly increased over the past five years, the growth was fueled by a national increase in jobs (+12,512). The future looks promising for this field as jobs will continue to grow by 16% for the state and 15% in Southern California. A variety of industries employ interpreters and translators. According to the BLS, the surge in employment is attributed to an increase in video relay services which permits people to conduct online video calls and use a sign language interpreter.

### Occupations shown in report include:

Interpreters and Translators (27-3091)

### Key Figures:

Annual Openings Estimate (2013) <sup>1</sup>	289
Related Completions (2012) <sup>2</sup>	2602
Current Job Postings <sup>3</sup>	185

### Completions for 2012-2013:

Associate	0
Certificate	12

### Demand over the past 5 years (2008-2013):

Region	2008 Jobs	2013 Jobs	Change	% Change	Median Hourly Earnings
All Available Counties	4,985	5,670	685	14%	\$24.27
State	9,465	10,932	1,467	15%	\$22.88
Los Angeles County	2,728	3,086	358	13%	\$26.85
Nation	58,224	70,736	12,512	21%	\$21.67

### Occupation Breakdown - % Change (2008 vs. 2013):

Occupation	Description	All Available Counties	State	Los Angeles County	Nation
27-3091	Interpreters and Translators	14%	15%	13%	21%
	Total	14%	15%	13%	21%

<sup>1</sup> EMSI's estimate of labor market demand for the specified occupation among all available counties

<sup>2</sup> The number of people who received either a degree or certificate related to the occupation during the year indicated for all available counties

<sup>3</sup> Current job postings from Indeed among all available counties



**Demand for next 5 years (2013-2018):**

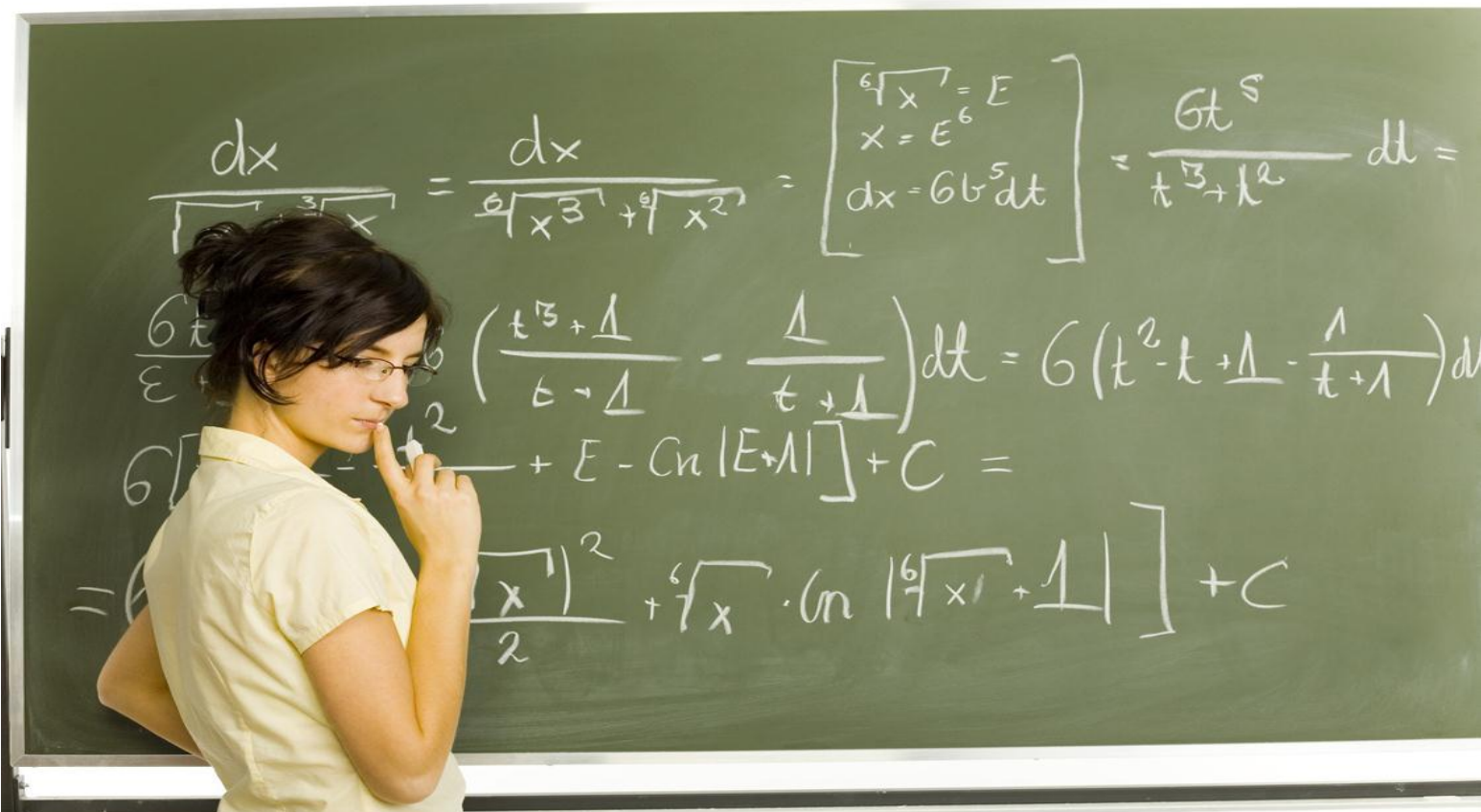
Region	2013 Jobs	2018 Jobs	Change	% Change	Median Hourly Earnings
All Available Counties	5,670	6,515	845	15%	\$24.27
State	10,932	12,653	1,721	16%	\$22.88
Los Angeles County	3,086	3,408	322	10%	\$26.85
Nation	70,736	85,129	14,393	20%	\$21.67

**Occupation Breakdown - % Change (2013 vs. 2018):**

Occupation	Description	All Available Counties	State	Los Angeles County	Nation
27-3091	Interpreters and Translators	15%	16%	10%	20%
	Total	15%	16%	10%	20%

**Top Industries % Change (2013 vs. 2018):**

NAICS Code	Description	All Available Counties	State	Los Angeles County	Nation
541930	Translation and Interpretation Services	26%	26%	27%	37%
541990	All Other Professional, Scientific, and Technical Services	16%	14%	8%	24%
903999	Local Government, Excluding Education and Hospitals	13%	13%	12%	13%
903611	Elementary and Secondary Schools (Local Government)	10%	11%	9%	14%
541910	Marketing Research and Public Opinion Polling	8%	14%	(1%)	14%
	Total	14%	15%	8%	21%



# Minimum Qualifications for Faculty and Administrators in California Community Colleges

January 2012

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*"Empowering Community Colleges through  
Leadership, Advocacy, and Support"*



<b>Discipline</b> (other areas included in the discipline)	<b>Minimum Qualifications</b>	<b>Master's degree Required</b>	<b>Statutory Law or Regulation apply</b>
<b>Sheet metal</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Ship and boat building and repair</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Shoe rebuilding</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Sign language, American</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Sign language/ English interpreting</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Small business development</b> (entrepreneurship)	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Small engine mechanics</b>	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.		
<b>Social science</b>	Master's degree in social science <b>OR</b> the equivalent <b>OR</b> see interdisciplinary studies.	Yes	
<b>Sociology</b>	Master's degree in sociology <b>OR</b> bachelor's degree in sociology <b>AND</b> master's degree in anthropology, any ethnic studies, social work, or psychology <b>OR</b> the equivalent.	Yes	
<b>Special education</b>	Minimum qualifications for these faculty members are specified in title 5, section 53414.	Yes	title 5, section 53414

**EL CAMINO COLLEGE LOCAL MINIMUM QUALIFICATIONS**

**Master's List**

***Discipline***

***Local Qualifications***

**Sociology**

Master's in sociology OR the equivalent.

I. Purpose

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure. ~~which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.~~

Christina Gold 3/31/14 5:35 AM  
**Comment [1]:** College Council does not take a leadership role in ALL items. For instance, PBC takes a leadership role in making recommendations regarding Planning and Budgeting.

II. Statement

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

Christina Gold 3/31/14 5:33 AM  
**Comment [2]:** This statement is redundant. It appears in paragraph A below.

A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

~~B. Classified, Confidential, Administrative.~~ The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation and advisory committees, councils and task forces to College Council for review and/or information through the appropriate Vice President. This provides effective participation in the development of recommendations that ultimately may result in policy.

Christina Gold 3/31/14 5:36 AM  
**Comment [3]:** The changes in B & C bring this into alignment with "Making Decisions at El Camino College."

C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to ~~the College Council~~ all consultative committees. That representative has an equal standing with the representatives from other campus-wide constituencies.

D. Background.

1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:
  - a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
  - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

2. Assembly Bill 1725 authorizes:

- a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
- b. Faculty involvement in institutional governance and decision making;
- c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.

3. Title 5 states the requirements for governing boards to:

- a. Require effective participation of students and staff in development of recommendations to the governing board;
- b. Consult collegially with the Academic Senate on academic and professional matters.

### III. Role and Functions of the College Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations. Through representatives from campus constituencies, the College Council:

1. Reviews recommendations from standing, ad hoc and collegial consultation committees as appropriate. ~~designated as Collegial Consultation committees;~~

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;

3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;

4. Focuses on broad issues, not day-to-day administration of the College;

5. Operates on a consensus-building basis or a majority vote in an advisory capacity;

6. Supports and abides by areas governed by collective bargaining agreements;

7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;

8. Ensures that major recommendations of the College are consistent with the educational mission of the College;

9. At all times focuses on students.

### IV. Membership and Process of College Council

Christina Gold 3/31/14 5:37 AM

**Comment [4]:** This more accurately reflects the broad range of topics reviewed by College Council.

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The ~~three~~ four vice presidents complete the College Council and have one vote among them. The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

#### V. Collegial Consultation Groups

Collegial consultation groups shall include the College Council, Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, Calendar Committee, ECC Technology Committee, and Facilities Steering Committee. ~~and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process.~~ Collegial consultation groups are created ~~and organized~~ Administrative Procedure 2510 Collegial Consultation Page 4 to make recommendations to the Superintendent/President College Council or to decide issues within their purview. The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. ~~and shares those recommendations with the College Council.~~ The Planning and Budgeting Committee makes recommendations on all planning and budgeting issues. The Calendar Committee recommends the El Camino Community College District School Year Calendar. ECC Technology Committee coordinates all aspects of information technology through the campus. Facilities Steering Committee reviews and makes recommendations for the facilities plans. The College Council is supported by ~~three~~ four Area Councils – Academic Affairs, Student and Community Advancement, Human Resources, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees. ~~The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations to the College Council for review.~~ From time-to-time other committees or task forces may be created by the President and designated as collegial consultation or advisory groups.

#### VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

Christina Gold 3/31/14 5:39 AM

**Comment [5]:** The changes in this section updates committee information to include the current functioning of committees as described in "Making Decisions."

## VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes. A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Portal. ~~The College Council~~ All collegial consultation committees will review and evaluate ~~its~~ their operations ~~and all other committee, council and task force operations~~ annually.

Taken to the Board for informational purposes on 6-24-02. Its previous number (801) has been changed to match the corresponding Board Policy 2510.

Nov. 2013 draft from College Council – Jeanie Nishime

Christina Gold 3/31/14 5:41 AM

**Comment [6]:** An update required by "Making Decisions,"



## **Board Policy 2510**

## **Participation in Local Decision Making**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

### **Academic Senate(s)** Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

**Staff** (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

**Students** (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a “significant effect on students” include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;

7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,  
(Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07

*This policy was created in 1972 and has not be revised since. It is out of date and proposed for elimination . It is superceded by BP2510 Collegial Consultation and many of the tenets are also covered in "Making Decisions at El Camino College, 2012-2016." Comments in italics are by the Senate President.*

## **BOARD POLICY 4027 Administration of Relations with the Academic Senate**

### **I. Purpose and Definitions**

- 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:

*Policies and procedures no longer include the text of Title 5. Generally, policies and procedures simply say that we abide by Title 5 so that we don't have to revise them every time Title 5 changes. Title 5 subsections are also now referenced at the end.*

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**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.

**4027 Administration of Relations with the Academic Senate Page 2**

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. This statement establishing respectful consultation is not included in BP/AP 2510 but a similar intention is found throughout the "Making Decisions" document that outlines consultation on our campus.*

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

4027 Administration of Relations with the Academic Senate Page 3

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.

*These statements aren't necessary and don't describe the full, expanded responsibilities of the Senate since AB1725 passed. For instance, it doesn't include the 10+1.*

*We have bi-monthly meetings between the Senate Exec/ Pres. and the VPAA and VPSCA. I don't think this is in writing anywhere else but I'm not sure it needs to be.*

*This statement seems to imply that the Senate President would attend Cabinet meetings. They are VERY long legally I'm not sure it would be possible with the number of Human Resources and legal issues that are discussed.*

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.

*This second sentence requires admin to attend Senate meetings. This occurs as the VPAA, VPSCA, a rotating Dean and Institutional Research reps attend our meetings. But, I don't think it is in writing anywhere else. And, I don't think it necessarily needs to be in writing.*

**BP2510 contains 4027 Administration of Relations with the Academic Senate Page 4**

*the first part of the statement in C. but not the second part. I'm not sure this is needed except as a reminder to everyone that the Senate can communicate directly with the Board and does not need to always go through the liaison. A direct relationship between the Board and the Senate is outlined in Title 5.*

- 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

*D and E do not appear in BP/AP2510. Also, reassign time for Senate leaders is not in our contract (as it is on many other campuses). There haven't been any changes to reassign time for a long time, but this is something to talk about. D is required by Title 5.*



EL CAMINO COLLEGE

**INSTITUTIONAL LEARNING OUTCOMES (ILOs)**

**Redefined by the Assessment Learning Committee  
March 10, 2014**

**ILO #1 – CRITICAL THINKING**

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

**ILO #2 – COMMUNICATION**

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

**ILO #3 – COMMUNITY AND PERSONAL DEVELOPMENT**

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

**ILO #4 – INFORMATION LITERACY**

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.





## Current Institutional Learning Outcomes

Students completing a course of study at El Camino College will achieve the following core competencies:

- I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
- VI. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

I-V ratified by the Academic Senate 3/6/2007

VI ratified by the Academic Senate 3/16/2010

## El Camino College ILOs Used as Outcomes for General Education Areas

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**ILO assessment is appropriate for General Education outcomes identification and assessment, and fulfills pertinent ACCJC standards.**

The College will use Institutional Learning Outcomes (ILOs) to assess General Education (GE) areas. ILOs allow our institutional-level assessments to apply to all students, including those taking GE courses. This approach will give us results that are useful and actionable. We want to use future ILO assessments to aggregate data around GE areas for analysis and possible actions.

\* \* \* \* \*

Every program at ECC has aligned course student learning outcomes (SLOs) with degree student learning outcomes (PLOs). All course and program learning outcomes are aligned with institutional learning outcomes (ILOs). This alignment is a required component of program review and is documented in the 'Assessment and SLO' portion of the program review.

As part of this, all general education courses are mapped to the College's ILOs. (We are currently revising ILOs and a complete re-mapping of courses, programs, and ILOs will occur at the start of fall 2014 semester.) We have an ILO assessment timeline and have assessed all ILOs.

The alignment matrices are entered into TracDat, which will allow the extraction of PLO and ILO assessment data from the course-level assessment reports. This assessment data will be aggregated by GE area, combined with other standalone ILO assessments happening on campus, and analyzed by faculty & staff for needed actions.

\* \* \* \* \*

Our current and proposed ILOs do strongly correspond to GE areas. Our ILOs do cover all GE areas as outlined in ACCJC Standard II.A.3.a-c. [See below.](#)

### Related ACCJC Standards

#### II.A.3.a

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

#### II.A.3.b.

A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

#### II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

ILO	Strongly Corresponds to ECC GE Areas						Corresponds to ACCJC Standard II.A.3.a	Corresponds to ACCJC Standard II.A.3.b	Corresponds to ACCJC Standard II.A.3.c
	Natural Sciences	Behavioral & Social Sciences	Humanities	Language & Rationality	Health & Physical Education	Mathematics			
<b>Current ILOs</b>									
Content Knowledge	X	X	X	X	X	X	X	X	
Critical, Creative, and Analytical Thinking	X	X	X	X	X	X	X	X	
Communication and Comprehension	X	X	X	X	X	X	X	X	
Personal and Professional Growth		X	X	X	X		X		X
Community and Collaboration		X	X				X		X
Information and Technology Literacy		X	X	X			X	X	
<b>Proposed ILOs</b>									
Critical Thinking	X	X	X	X	X	X	X	X	
Communication	X	X	X	X	X	X	X	X	
Community and Personal Development		X	X	X	X		X		X
Information Literacy		X	X	X			X	X	

**Other Schools Using ILOs as GEOs (or GEOs as ILOs)**

- Pasadena City College
- Foothills Community College
- Chaffey College
- Laney College
- Napa Valley College
- Santa Monica College

## El Camino College Institutional Learning Outcomes

Students completing a course of study at El Camino College will achieve the following learning outcomes:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

### PROPOSED

1. **Critical Thinking:** Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
  2. **Communication:** Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
  3. **Community and Personal Development:** Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
  4. **Information Literacy:** Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
- 

## GE Area Objectives

The College has identified objectives for each of the six General Education areas.

1. Area 1 – Natural Sciences
  - Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.
2. Area 2 – Social and Behavioral Sciences
  - Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.
3. Area 3 – Humanities
  - Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.
4. Area 4 – Language and Rationality
  - Develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
5. Area 5 – Health and Physical Education
  - Knowledge of Personal Health: Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions.
  - Activity Competence: Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.
6. Area 6 – Mathematics Competency
  - Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.



NOTES – COUNCIL OF DEANS  
March 27, 2014

Present: J. Anaya, F. Arce, J. De Guzman, C. Fitzsimons, W. Garcia, A. Garten, E. Geraghty, C. Gold, I. Graff, A. Grigsby, D. Hayden, A. Hernandez, B. Klier, T. Lew, G. Miranda, D. Patel, B. Perez, V. Rapp, S. Rodriquez, J. Shankweiler, D. Shrader, J. Sims, R. Smith, C. Subramaniam

**I. INFORMATION**

A. Notes of 3/13/14: Distributed and reviewed with the following revisions:

II. D. “Students on second semester probation and those with 100+ units lose priority registration. A petition was sent out to students who completed 100+ units as of Fall 2013. Over 300 students received the notice at ECC.”

**Note:** (W. Garcia reported, “...reports for students who have earned more than 99.9 degree applicable units as of Fall Semester 2013 for enrollment priority purposes for the summer/fall 2014. There are 589 ECC students and 37 COM students whose enrollment priority will be affected unless they appeal directly with the Admissions & Records Office.”)

**Note:** (R. Smith reported, “...El Camino has 1,237 students on academic probation and 468 students on progress probation.”)

II. Nursing Program: “~~The systematic evaluation plan was the major component of withdrawing.~~ The College made the decision to withdraw from the accreditation process.”

B. CEC Update: B. Perez and C. Subramaniam provided an update:

- Library Student Success Center officially opened on 3/27/14.
- The addition of extra classes has not been as successful as hoped.
- CEC is in the process of hiring.

C. ASO Update: J. De Guzman provided an update:

- The next ASO meeting will be on 4/3/14.
- Approximately five ASO students went to Washington DC over spring break and met with Representatives and Senator Aides.
- J. De Guzman will no longer be attending Council of Deans. J. Soomro will attend as the ASO rep.

D. ILO Update: R. Klier provided an update:

- The College will have assessed all six ILOs as of spring 2014.
- R. Klier proposed a move from six to four ILOs. Information was gathered on current and past ILO statements: what was useful, what went well, how they can be assessed, and fulfillment of ACCJC Standards.

- Major changes:
  - 1) Elimination of “Content Knowledge” ILO. SLOs and PLOs will allow the College to assess content knowledge.
  - 2) Some term changes made to “Critical Thinking.” ILO remains the same.
  - 3) Collapsing current ILOs “Professional and Personal Growth” and “Community and Collaboration” into one: “Community and Personal Development.”
  - 4) It was determined that “Technology” will be removed from ILO “Information and Technology Literacy” to avoid confusion, especially in regards to programs related to technology.
- The four proposed ILOs are assessable and will work with accreditation. They will be brought to the Academic Senate on 4/15/14.
- Since GEOs are already aligned with ILOs, it is important that faculty begin to recognize the connection that will bridge ILOs and GEOs.
- Additional language for each ILO will be available if further explanation is needed.

## II. DISCUSSION/ACTION

- A. Year-End Activities: Advise the President’s Office of any activities that he is expected to attend. Any updates/changes that need to be made to the Year-End Activities list should be emailed to M. Eskridge, the President’s Office, and A. Garten.
- B. Division Reports: Deans and Directors gave a brief update on activities and events for their respective divisions.
- C. High School Students: BP/AP 5060 must be followed to ensure that the College is consistent with the Concurrent Enrollment Policy. Students 10<sup>th</sup> grade and below wishing to enroll at CEC must take a reading and writing placement test. Similar testing of students 10<sup>th</sup> grade and below can be requested at El Camino.

## III. OTHER

- A. Computers – A reminder to back-up all information, including unique software not provided by the College, before ITS installs new computers.
- B. CCSSE Survey - encourage faculty to complete the CCSSE online survey regarding faculty engagement.



**EL CAMINO COLLEGE**  
**STUDENT SUCCESS ADVISORY COMMITTEE MEETING**  
**DATE: March 13, 2014**

Present: M. Abbani, R. Bell, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, C. Gold, J. Holiday, C. Jeffries, S. Kunisaki, G. Miranda, C. Mosqueda, J. Nishime, D. Reid, J. Shankweiler, J. Sims, R. Smith

Other Guests: Cheryl Shenefield, Will Warren

The meeting began at 1:04 p.m.

## **I. INFORMATION**

A. Notes of February 27, 2014: Distributed and reviewed.

1. Corrections: (Page 1, B1) – “Trying to meet the *March 30<sup>th</sup>* deadline...” (change to *March 31<sup>st</sup>*).

## **II. DISCUSSION/ACTION**

A. Student Success Factors – J. Nishime

1. The SSAC Committee must identify which of the six student success factors (Directed, Focused, Nurtured, Engaged, Connected and Valued) we will focus on and begin development and implementation.
2. The two highest ranked factors are: direction and focus, which tend to be interconnected.
  - i. SSSP activities, the efforts being done at the high school level, FYE students – these are all examples of how we provide direction to students.
  - ii. We provide direction but tend to fall short in keeping students focused on their goals.
  - iii. The target should be 1) Students who have completed 15 units and are without an education plan and 2) First year students.
3. The use of Certificates of Completion may be encouraging to students. They would receive one at each predetermined milestone.
4. It may also be useful to remind students, in real time, what they have accomplished and what they have left.
  - i. This can be done through the use of an automated email and can be beneficial when developing a student’s educational plan. It also helps in reminding students how far along they are on their educational path.
  - ii. Analysis will need to be done first before implementation of this sort of system.
5. “Nurtured” was another highly ranked factor.
  - i. Students feel nurtured when they receive something personalized.
  - ii. Change the banners along the walkway to thank students for being part of El Camino College. This may provide them with a sense of appreciation.
  - iii. Banners can be changed periodically (i.e. “Welcome” banners in the beginning of each semester).
  - iv. Encourage instructors to send a “Welcome” email to their students before courses begin.
  - v. Encourage instructors to build connections with their students.
  - vi. All of these suggestions can greatly improve each student’s level of feeling nurtured.
6. These topics can be discussed in more detail on flex days.

B. SSSP Plan– J. Nishime

1. Faculty input is needed to complete the Student Success and Support Program Plan. In regards to the ideas generated today, a draft will need to be developed so we can create a budget for these new features.
2. The final Student Success and Support Program Plan must be submitted by October 17, 2014.
  - i. Each category must describe what is currently being done.
  - ii. There are some items on this plan that have not been developed yet. For example, a process to ensure the development of a comprehensive education plan after completion of 15 units hasn't yet been developed.
3. The SSSP plan instructions state: **The program plan should not be limited to state-funded activities.** Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year.
4. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used.
5. The following staff will be assigned to work on specific parts in order to create an initial draft:
  - i. Core Services – Orientation: W. Garcia and R. Smith
  - ii. Core Services – Assessment and Placement: W. Garcia, J. Sims, C. Jeffries and S. Blake
    1. Routinely, the college should use multiple measures of assessment – not just test scores alone. Title V requires this. There has been inconsistency; some use multiple measures, some use test scores alone.
  - iii. Core Services – Counseling, Advising, and Other Educational Planning Services: R. Smith and Counseling staff
  - iv. Core Services – Follow-Up for At-Risk Students: D. Reid and K. Daniel-DiGregorio
  - v. Related Direct Program Services - Instructional Research: I. Graff and Institutional Research staff
    1. This needs to be coordinated with the Student Equity Plan once that plan has been completed.
  - vi. Related Direct Program Services – Technology: All members of Student Success Advisory Committee will need to answer this.
  - vii. Policies & Professional Development – Appeal Policies: W. Garcia, R. Bell and B. Mulrooney
    1. Must address all appeals policies including admissions, financial aid, etc.
  - viii. Policies & Professional Development – Prerequisite Procedures: C. Gold
  - ix. Policies & Professional Development – Professional Development: S. Blake, K. Daniel-DiGregorio and Counseling Committee
  - x. Policies & Professional Development – Coordination with Student Equity Plan and Other Planning Efforts: J. Nishime
6. Please have your respective topic completed by the April 24, 2014 meeting. A designated team will work on it during the summer since it has to go to Board in September.

### III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on April 10, 2014 at 1:00 p.m. in Library 162.

The meeting adjourned at 1:48 p.m.



**Maaza, Marta**

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**Subject:** FW: Student Success and Support Services Program Plan

**From:** Maaza, Marta

**Sent:** Thursday, March 13, 2014 4:23 PM

**To:** Abbani, Mohamad; Bell, Richette; Blake, Sara; Daniel-DiGregorio, Kristie; Dreizler, Robin; Garcia, William; Garten, Ann Marie; Gold, Christina; Graff, Irene; Holliday, Joseph; Jeffries, Chris; Kunisaki, Sheryl; Miranda, Gloria; Mosqueda, Cynthia; Mulrooney William; Reid, Dawn; Reyes Idania; Shankweiler, Jean; Shenefield, Cheryl; Sims, Jacquelyn; Smith, Regina; Suarez Jason; Warren, Will

**Cc:** Nishime, Jeanie; Arce, Francisco

**Subject:** Student Success and Support Services Program Plan

*A message from Dr. Nishime:*

Thank you for your participation in developing our Student Success and Support Services Program Plan. As noted today, the plan is due to the Chancellor's Office on Oct. 17, 2014. I would like a rough draft completed by the end of the semester which will be refined and available for consultation when school resumes in the fall. The September Board meeting in which the plan must be approved takes place earlier in the month because it includes the budget which must be approved by Sept. 15. Please complete the section for which you are responsible by April 24.

Section	Lead(s)
Ia. Core Services – i. Orientation	William Garcia and Regina Smith
Ia. Core Services – ii. Assessment and Placement	William Garcia, Jacque Sims, Chris Jeffries and Sara Blake
Ia. Core Services – iii. Counseling, Advising, and Other Educational Planning Services	Regina Smith and Counseling staff
Ia. Core Services – iv. Follow-Up for At-Risk Students	Dawn Reid and Kristie Daniel Di-Gregorio
Ib. Related Direct Program Services – i. Instructional Research	Irene Graff and Institutional Research staff
Ib. Related Direct Program Services – ii. Technology	All members of Student Success Advisory Committee
III. Policies & Professional Development – 1. Exemption Policy	Dr. Nishime
III. Policies & Professional Development – 2. Appeal Policies	William Garcia, Richette Bell and Robin Dreizler
III. Policies & Professional Development – 3. Prerequisite Procedures	Chris Gold
III. Policies & Professional Development – 4. Professional Development	Sara Blake, Kristie Daniel Di-Gregorio and Counseling Committee
III. Policies & Professional Development – 5. Coordination with Student Equity Plan and Other Planning Efforts	Dr. Nishime

Thank you!

## Educational Policies Committee Minutes

Tuesday, April 8, 2014

### Committee

Alice Martinez, Chair – Mathematical Sciences

Rosemarie Cervantes – Compton Center, Counseling

Mark Fields – Industry and Technology

Chris Gold – Behavioral and Social Sciences

Jean Shankweiler – Dean, Natural Sciences

Lori Suekawa – Counseling

Susan Taylor – Mathematical Sciences

In Attendance: Rosemarie Cervantes, Mark Fields, Chris Gold, Lori Suekawa and Susan Taylor

[Chris Gold chaired the meeting because Alice Martinez was out on medical leave.]

A) The Committee reviewed progress on policies and procedures that have recently been approved by the Committee:

1. AP 7160 Professional Development is complete. It was presented to the Board and is posted on the website. We patted ourselves on the back.
2. BP/AP 3200 Accreditation passed through the Senate. We need to follow up to ensure that it has been brought to Cabinet and will be moving forward to the Board.
3. BP/AP 4021 Program Discontinuance has had two readings at the Senate. The Senate asked that it be brought back a third time on April 15 with further information.
4. BP 4027 Administration of Relations with the Senate. The Committee previously forwarded this to the Senate with the recommendation to eliminate. It has had one reading in the Senate.
5. AP 2510 Collegial Consultation. The Committee previously moved this on to the Senate with revisions that update the language and committee categorizations, bringing it into alignment with “Making Decisions at El Camino College.” It has had one reading in the Senate.

B) The Committee’s work for the remainder of the semester will focus on getting three policies/procedures ready for Senate consideration at its first meeting in the fall.

1. AP 4040 Library and other Instructional Support Services. Alice Grigsby agreed to minor revisions previously suggested by the Committee. The procedure is ready to go to the Senate at its first meeting in the fall.
2. BP/AP 4240 Academic Renewal. It came to the attention of the committee that the form that students currently fill out to apply for academic renewal does not follow an important part of the procedure that is outlined in AP 4240 Academic Renewal. AP 4240 was agreed upon through the collegial consultation process; has been reviewed by the Board of Trustees; and is posted on the ECC website and printed in the course catalog. The form which students are currently asked to fill out has added a statement requiring that in order to apply for academic renewal “All courses must be completed with a minimum grade of ‘C.’” This statement does not appear in the current AP 4240. The Educational Policies Committee will follow through to ensure that students are not being improperly denied academic renewal. Compton Center is administering the procedure properly and their form does not contain the added statement about the “C” grade. Lori Suekawa will consult with the counselors to collect their recommended changes to BP/AP 4240.
3. BP/AP 4250 Probation, Dismissal, and Readmittance. The committee has viewed this multiple times. The committee approved the final edits and determined that it is ready to go to the Deans and VPAA for consultation.

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**February 25, 2014**

Present: F. Arce, S. Bartiromo, S. Bosfield, W. Brownlee, T. Bui, A. Cornelio, B. Flamenno,  
E. French-Preston, A. Hockman, R. Klier, S. Kushigemachi, M. Lipe, D. Pahl

Ex-Officio Members Present: Q. Chapman, S. Ecklund

Ex-Officio Members Absent: L. Houske, G. Florimon, M. Hall, V. Nemie, J. Simon,  
L. Suekawa

Guests: V. Bruce, T. Lew, K. McLaughlin, T. Muckey, D. Shrader, P. Sorunke

**CALL TO ORDER**

Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

**VICE PRESIDENT'S REPORT**

F. Arce recommended the committee review the research study on degrees and certificates prepared by the Institutional Research and Planning Office. Many programs are earning less than ten per year. The committee will discuss the report at the next CCC meeting.

**APPROVAL OF MINUTES**

The minutes from the January 28<sup>th</sup> and February 11<sup>th</sup> meetings were sent via email and approved.

**CURRICULUM REVIEW – Full Course Review Proposals**

**Industry and Technology Division**

Automotive Technology 23 – Major Tune-Up and Emission Controls

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

1. Edit Student Learning Objective #1 by replacing “Complete a safety test with 100% accuracy” with “Demonstrate 100% accuracy on safety test.”
2. Add two additional Student Learning Outcome (SLO) statements.

Chair Lipe called a motion to approve the proposal, including the conditions of enrollment changes. D. Pahl moved, W. Brownlee seconded, and the motion passed unanimously.

Fashion 14 – Apparel Production Techniques

Chair Lipe returned the course to proposer for major revisions. The committee tabled the course and made recommendations to the course outline of record as follows:

1. Revise Math requisites and update matching course objectives to Math requisite entrance skills. Make Math 23 or 37 prerequisite, not Math 40.

2. Update “Course Review” under Course Checklist for changes and justification of conditions of enrollment.
3. Under the “edit function”, click under “Student Learning Outcomes” and update the three listed SLO statements so they appear on the course outline of record (COR). The one SLO in the COR appears to be different than the three listed in the SLO alignment grids.
4. After corrections, submit course to Division Curriculum Committee (DCC) for their review. Changes in prerequisites require DCC review and approval before the CCC votes again on the proposal.

#### Fashion 16 – Intermediate Contemporary and Historical Fashion Illustration

The committee recommended the Fashion Department resubmit the course as a new course due to the significant changes to the course's descriptive title, catalog description and subject matter. Other concerns from the committee were related to course number, major course requirement for a degree or certificate, and the relationship this course has with the future course of Fashion 18. It was also recommended the committee review Fashion 16, Fashion 18, and certificates all at one time.

The committee tabled the course and made the following additional recommendations:

1. Reduce the independent study hours from 3 to 2 hours.
2. Add two additional SLO statements to the course outline of record.

#### **Humanities Division**

##### Journalism 9abcd – Magazine Editing and Production

The Journalism Department was advised by the committee to make adjustments to the course outline of record as follows:

1. Add a statement on intercollegiate completion in the catalog description.
2. Revise objective #8 under the “Student Learning Outcomes” by providing a description of the types of journalism competitions.

Chair Lipe called a motion to approve the proposal. W. Brownlee moved, D. Pahl seconded, and the motion passed unanimously.

#### **CURRICULUM REVIEW – Standard Review/Consent Agenda Proposals**

The committee tabled French 21 and a motion was called to approve ten of the eleven proposals, including the conditions of enrollment changes and all recommended changes made by the committee. E. French-Preston moved, D. Pahl seconded, and the motion passed unanimously.

The Nursing Department submitted seven nursing courses for inactivation. These courses were not approved by the Board of Registered Nursing. Chair Lipe called a motion to approve the inactivations, S. Bartiromo moved, A. Cornelio seconded, and the motion passed unanimously.

## **Full and Standard Review/Consent Agenda Proposals**

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

1. Automotive Technology 21 (ATEC 21)
2. Automotive Technology 22A (ATEC 22A)
3. Automotive Technology 23 (ATEC 23)
4. Automotive Technology 24 (ATEC 24)
5. Cosmetology 1 (COSM 1)
6. English 24A (ENGL 24A)
7. English 25A (ENGL 25A)
8. Fashion 23 (FASH 23)
9. French 22 (FREN 22)
10. Japanese 2 (JAPA 2)
11. Journalism 9abcd (JOUR 9abcd)
12. Physical Education 249 (PE 249)

The following course inactivations were approved and are ready for final action:

1. Nursing 103 (NURS 103)
2. Nursing 104 (NURS 104)
3. Nursing 116 (NURS 116)
4. Nursing 124 (NURS 124)
5. Nursing 125 (NURS 125)
6. Nursing 126 (NURS 126)
7. Nursing 127 (NURS 127)

## **CHAIR'S REPORT**

Chair Lipe thanked the Standard Technical Review Committee for their promptness in reviewing the list of proposals scheduled for the meeting.

## **ADVISORY REPORT**

Q. Chapman provided the status on transfer degrees. There are two pending transfer degrees. The committee has officially approved 16 transfer degrees which is 3 degrees shy of meeting the target to be in compliance with the 80% goal for El Camino College.

## **ADJOURNMENT**

Chair Lipe called a motion to adjourn the meeting. T. Bui moved, S. Bartiromo seconded, and the motion carried. The meeting adjourned at 3:40 p.m.

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, 8<sup>th</sup> April 2014, in Library 102 Reference Room, 1:15-2pm**

**Committee Members**

<b><u>Name</u></b>	<b><u>Abbreviation</u></b>	<b><u>Division</u></b>
Dustin Black (present)	(DB)	Behavioral & Social Sciences/Compton Center
Florence Baker	(FB)	Behavioral & Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio** (present)	(KDD)	Behavioral & Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe** (present)	(CS)	Learning Resources
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

\*\*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.

**Spring 2014 Meetings:** January 28<sup>th</sup>, February 11<sup>th</sup> & 25<sup>th</sup>, March 25<sup>th</sup>, April 8<sup>th</sup> & 22<sup>nd</sup>.

The meeting was called to order at 1:20. (The start time for the meeting was delayed to accommodate the Solidarity March organized by the Union.)

**AGENDA**

- **Compton College membership – Welcome.** Andree Valdry, from Learning Resources on the Compton Center, was welcomed to the FDC team. The committee expressed appreciation to Ms. Valdry and Dustin Black for joining the team this semester to help represent the Compton Center.
- **Ongoing projects**
  - **Fall Flex Day Planning.** The meeting was dedicated to planning for the Fall Flex Day. The team reviewed the call for proposals which outlines the purpose and theme for Flex Day. The theme, “Building Pathways to Student Success: Continuing the Conversation,” reflects the goal to sustain an ongoing campus-wide dialogue related to student success. The campus has informally adopted the Six Student Success Factors model from the RP Group\* project, “Student Support (Re)Defined,” an overview of which is included with these minutes. The results of brainstorming sessions for faculty, staff and managers from fall 2013 were analyzed by Institutional Research using the Six Success Factors as a framework. These findings, along with a presentation from the lead researcher, Darla Cooper, were incorporated into this semester’s Flex Day. The proposal for the Fall Flex Day includes a Student Success Showcase in the general session, modeled on the presentations being made in the Academic Senate this semester. Breakout sessions will focus on one or more of the Six Success Factors, with a focus on sessions which incorporate active learning.

A proposed agenda was presented to the team for feedback and input. A number of recommendations were made:

- Allow an additional 15 minutes for lunch since the lines can take up to 20 minutes.
- Shift the breakout sessions to include time for transitions between sessions.
- Provide time for Compton Center faculty to meet on their own and with their ECC colleagues.
- Include some of the most popular and relevant sessions that are traditionally offered in the fall, related to Academic Senate, Campus Police, Retirement.
- Encourage Compton Center to present as well as attend the Flex Day workshops.
- Announce upcoming follow-up sessions at the general session and ask attendees “stay tuned” for further developments.

The team discussed a number of strategies for assisting faculty in learning about campus resources and developing avenues for encouraging students to connect with those resources. Ideas included:

- Offering a “campus tour/field trip” of a segment of campus during one of the breakout sessions. This could be repeated and expanded during the semester.
- To allow enough time for attendees to not only learn about services but visit locations and meet staff, approximately three departments/hour would be a reasonable timeframe.
- If the Student Services Center hosted an event, tables could be set up for an “information fair” on the ground floor featuring services such as Counseling, the Career and Transfer Center, Special Resource Center, Honors Transfer Program, Admissions, EOPS/CARE/CalWorks, among others. Subsequent tours could focus on academic services such as the Reading Success Center, the LRC, Writing Center, SI Coaching, and others.
- Incentivize attendance at the campus tour with “passports” that are stamped and used to redeem a prize or by providing food.
- Develop printed materials for faculty, describing all academic and student support services on campus. The team suggested not reinventing the wheel but investigating sources for existing lists.
- Creative initiatives offered by the Reading Success Center were mentioned and it was suggested that similarly creative programs be developed for enhancing awareness of campus resources.
- The team felt strongly that, given the number of new faculty each semester and the fact that even long-term faculty could benefit from greater awareness that this is a relevant and important topic to address.
- The team expressed a desire that activities such as this would promote better campus-wide communication and a stronger sense of collegiality on campus.

The meeting adjourned at 2:00 pm.

KDD/4.9.14

\*Research and Planning Group for California Community Colleges. The complete report can be found at <http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf>.



# What is Student Support (Re)defined?

Student Support (Re)defined aims to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for *all* students.

## What are the six factors for success?

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified “six success factors” that contribute to students’ success. These factors subsequently drove our inquiry into what *students* find critical to their achievement. We list them below in the order of importance according to students participating in our study.

**DIRECTED:** Students have a goal and know how to achieve it

**FOCUSED:** Students stay on track—keeping their eyes on the prize

**NURTURED:** Students feel somebody wants and helps them to succeed

**ENGAGED:** Students actively participate in class and extracurricular activities

**CONNECTED:** Students feel like they are part of the college community

**VALUED:** Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

For a full report of student perspectives on these six success factors, please visit: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf)

## What have we discovered?

In phone surveys and focus groups, the RP Group asked nearly **900 students from 13 California community colleges** what supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.

Five distinct themes emerged:

### 1. Colleges need to foster students’ motivation.

While this research recognizes students as key agents in their own educational success, it also highlights that even those who arrive to college motivated need their drive continuously stoked and augmented.

Findings suggest that undecided and first-generation students in particular may need additional support to find, hone and maintain their motivation.

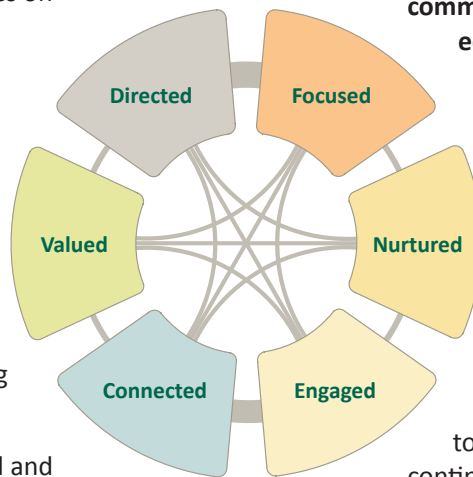
### 2. Colleges must teach students how to succeed in the postsecondary environment.

These findings also imply that colleges must show students how to translate their motivation into success. Students need assistance building the specific skills and knowledge necessary to navigate and thrive in their community college, particularly those who are new to higher education or who arrive without a particular goal in mind.

### 3. Colleges need to structure support to ensure all six success factors are addressed.

Participants (a) confirmed the six success factors were important to their progress and achievement and (b) indicated that the factors interact with each other in various ways. Students noted how

- CONTINUED



*I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.*

— Focus Group Participant

*A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring.*

— Focus Group Participant

experiencing one factor often led to realizing another, or how two factors were inextricably linked to one another. Since students do not experience these factors in isolation, colleges need to consider ways to help students attain multiple factors at once.

**4. Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.**

Comprehensive support is more likely to address the multiple needs—academic, financial, social and personal—identified by African-American, Latino and first-generation participants in this study. These students were more likely to cite a lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons not to continue their education. Colleges must find a way to provide comprehensive support to these student groups—at scale. If they do not, the equity gap will likely grow.

**5. Everyone has a role to play in supporting student achievement, but faculty must take the lead.**

Participants noted how everyone on a campus can affect their achievement. Their responses underscored the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success, no matter their position at the college. Yet, students most commonly recognized instructional faculty as having the greatest potential impact on their educational journeys and suggested multiple ways teachers can support their progress both inside and outside class.

For a detailed discussion of these themes, please visit: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf)

## What will Student Support (Re)defined do next?

A key goal of Student Support (Re)defined is engaging practitioners with the study's findings and providing structures for exploring and acting on these results. Activities include:

**COLLEGE CONVENINGS:** In spring 2013, we convened the 12 colleges that participated in the student phone survey to help practitioner leaders examine study findings, explore how their college presently approaches student support and identify ideas for related institutional change. We will continue connecting with these colleges in the coming year to determine how they are using the research.

**PRESENTATIONS:** We are also continuously sharing findings through multiple venues throughout the state, from individual college meetings to association conferences and system-level discussions. In 2012-2013, the RP Group conducted 22 presentations reaching hundreds of faculty, support professionals, administrators and policy makers.

**RESOURCES:** We are currently developing an action guide to assist colleges in (a) using study findings to reflect on their own student support policies and practices, (b) considering how to address changes mandated through the Student Success Act and (c) developing campus plans for strengthening support. In 2013-14, we will also profile a series of colleges and practitioners that have pursued change initiatives to improve student support.

For more information . . .

Find more information and all project resources at: [www.rpgroup.org/projects/student-support](http://www.rpgroup.org/projects/student-support) or contact Dr. Darla Cooper, Director of Research and Evaluation, [dcooper@rpgroup.org](mailto:dcooper@rpgroup.org).



## Assessment of Learning Committee (ALC)

Monday, February 24, 2014

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

**SLO Coordinators:** Chris Mello, Karen Whitney  
Not Present: Kaysa Laureano-Ribas and Chelvi Subramaniam

**Recorder:** Isabelle Peña

### Attendees:

Deans' Representative - Jean Shankweiler	Humanities – Kevin Degnan
Inst. Research and Planning - Irene Graff	Industry & Technology Associate Dean - Daniel Shrader
Business Associate Dean - Tammy Pao	Industry & Technology - Pati Fairchild & Sue Ellen Warren
Business - Kurt Hull	Library/LRU - Claudia Striepe
Fine Arts Associate Dean - Diane Hayden	Mathematical Sciences - Susanne Bucher
Fine Arts - Vince Palacios & Harrison Storms	Natural Sciences - Jim Noyes
Health Sciences and Athletics - Russell Serr	

## MINUTES

### I. Call to Order

Meeting was called to order at 2:39 p.m.

### II. Approval of Minutes

A motion was made by Karen W. to approve the minutes for the 2/10/2014 ALC meeting; motion was seconded by Kevin D. Meeting minutes was approved.

### III. Reports

#### A. ACCJC Accreditation Report – Information (*Chris Mello*)

We have removed from “Warning” status. Chris asked all in attendance to share with their faculty the committee’s appreciation for all the hard work they made to get this done and make this possible.

#### B. Congratulations to Claudia S. for being the new President of Academic Senate.

#### C. Update: Completion of assessment reports entered in TracDat (*Karen Whitney*)

As of this meeting date, we are at about 80% completion. Facilitators need to follow up and find out what has happened to those that are not entered in TracDat—to see if they just need to be entered in, if faculty need help entering assessment in TracDat, or if they need to make other plans to enter these assessments in TracDat. Coordinators will be touching base with individuals from the divisions; Chris M. asked facilitators to bring to their next Facilitators’ Meeting a list of what has and hasn’t been turned in and what has been turned in without an action plan.

### IV. Discussion Board Functionality

Chris M. asked those in attendance if anyone has had any functionality issues with accessing the discussion boards that Isabelle needs to be aware of. Claudia S. says that whenever she had any issues with the boards, Isabelle P. has been responding promptly to any issues. No one else had any problems accessing them.

## V. ILO Teams Statement Draft Review

ALC needs to get these ILOs drafted and agreed-upon by the next meeting on March 10<sup>th</sup> so that we can send to the Academic Senate so that we can be ready to launch the new assessments in Fall 2014. We are looking at something that's markedly better than we had last time, we hang on to it for 4 years, learn more about what we're doing in the process, and then change and adjust 4 years after that.

### A. ILO #1 – Critical Thinking

ILO Team: Chelvi S., Kurt H., Jean S., Stephanie M. & Susanne B.

**Proposed Statement:** *Students apply critical, creative and analytical skills to identify and solve problems, access and analyze information, differentiate and evaluate ideas, and transform existing ideas into new forms.*

- Jean S. looked at the one from San Diego Miramar and it seems more concise.
- Karen W. doesn't think it overlaps too much with ILO #4; Chris M. stated that there is similarity in terms but not in intent.
- ALC members' suggestions:
  - take out "access"
  - take out "differentiate and evaluate"
  - "synthesis" should be part of this statement; like the word "synthesize" instead of "transform"; Jean S. stated that the statement is implying that the existing ideas are bad and need to be transformed; possibly add "applying" and "solving problems".
  - need to pare this statement down.
- Pati F.: Would fit better under Communication because this would imply that you already have the information and you're now processing it; this seems to be more "active"—what are you going to do with what you know.
- Jim N.'s suggestion as posted on discussion board during the meeting: ***Students apply critical, creative and analytical skills to identify and solve problems, analyze information, evaluate ideas, synthesize ideas, and generate ideas which are new to the learner.***
- Chris M. clarified, and ALC agreed, that the intent of the statement is that you want to see if they can gather concepts and put them together and take those concepts and create something new with them.
- ALC members voted that this ILO is close to being done—agreed to take Jim N.'s suggestion with some tweaking and bring it back to next meeting to finalize.

### B. ILO #2 – Communication

ILO Team: Vince P., Jim N., Claudia S. & Karen W.

**Proposed Statement:** *Students effectively communicate in written, spoken or signed, and artistic forms to varied audiences. Students comprehend and respond to the ideas of others.*

- The wording is something that was discussed last semester; Karen posted it on the discussion board.
- Karen W. stated that there has been a lot of crossover between these different things that we are assessing in the ILOs; thinking about what is being assessed on campus in other places to make sure we are not double-assessing when we redefine the ILOs; maybe we can get a better sense of what Institutional Research does; what is already being assessed and if that touches on any of the areas being discussed in the ILOs and if that crosses over into General Education Outcomes (GEOs) and Student Service Area Outcomes (SAOs)
- Irene G.: First thing that comes to mind is the Survey of Student Engagement (SSE) but that's only if an ILO has chosen that particular assessment; and it is defined broadly and predominantly student engagement in classes; we are administering this survey this semester so we can bring an example of the survey and review it; have also, in the past, assisted with SAOs and PLOs but don't have any standard approach—it just depends on how the faculty is planning to assess
- Karen W. stated that SSE might possibly be able to assess ILO #3.

- Chris M. added a few ILO statements from other colleges on the discussion board so we can use them as markers to see what other people are doing if we want to compare and contrast; we're using similar titles as the other colleges
- Diane H. looked at Pasadena City College and under "Communication", they itemized the forms of communication so it makes it easier to measure, e.g. reading, writing, listening and creative communication.
- Chris M. agrees with some members that the statement should be something that is very apparent to the student; Diane H. suggested adding the word "communication" to the statement.
- SueEllen stated that this ILO statement is clear and concise; Karen W. stated it would be good to have something that is succinct, precise and understandable right away; might be listed in a bullet-point format.
- ALC members in attendance voted the ILO statement, as listed, is good enough to work with and finalize the wording.

### C. ILO #3 – Community/Environmental Awareness and Personal Development

ILO Team: Bob K., Jim N., Irene G., Diane H., Russell S., SueEllen W.

- Chris M. added a few ILO statements from other colleges on the discussion board for comparison; this ILO is broad in almost every institution he looked at.
- Looked at San Diego Miramar's statement as a starting point for discussion: *Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.*
  - SueEllen W.: "demonstrate an understanding" is difficult to assess.
  - Chris M.: Need to clarify if we are trying to assess that students have some sort of awareness of their physical, social, political, and cultural environments—that they can read a newspaper, that they know what's going on in their community, etc.
  - Diane H.: Would rather see what they are actually doing that exemplifies this and goes back to "How do you measure this?", e.g. Are they active in student government?—that there are other opportunities on campus that students learn these things that we can identify.
  - Chris M.: Do we still want to measure the fact that they may not be active on campus, but they may be active in their community—e.g. that they vote or are involved in their political party; in the past we would see what kind of involvement they have in different student activity groups, how they get their news, if they get their news, where they vote—is this information relevant?; how do we measure this?
- Pati F.: Awareness and sensitivity is what a community college can teach, but the acting upon it is going to be difficult to assess.
- Chris M.: We need to incorporate student services into this ILO; the best we are going to get in terms of an assessment is finding out what percentage of students are involved in student organizations, what percentage of our students vote, and maybe an educated guess on how active they are in their communities; the direction is to imply that we are creating some sense of community at some level—but whether or not some students take advantage of it is another level.
- Vince P.: How do you assess personal wellness? Russell S. stated that this is assessed by certificates received and from the health center; Chris M. stated can get some from Ed Plans and Human Dev classes.; "personal responsibilities" is a little vague but wellness demonstrate teamwork
- Kurt H.: ILO Statement suggestion: **Students demonstrate a level of community and social engagement and awareness and personal responsibility in order to become productive, engaged members of society.**
- Chris M.: Previous statement was very broad and hard to assess; if we have a more succinct statement and not worry so much about the verbiage, it might be the way to go about this so it's easier to see what needs to be assessed and the type of assessment.
- ALC members voted they liked using Kurt's suggestion and tweak the wording.

**D. ILO #4 – Information Literacy**

ILO Team: Claudia S., Irene G., Stephanie M., Kaysa L.

**Proposed Statement:** Students will be able to use traditional and new information media and formats to develop a research strategy and locate, critically evaluate, document, synthesize, and communicate information. Students will be aware of (understand) the legal, social and ethical issues related to information and its use.

- Karen W. wondered if "synthesize, and communicate information" goes too far and crosses over into ILO#2 for Communication; Claudia stated possibly replacing this with "document information" and "will be aware of" can be replaced with "understand".
- Irene G. pointed out the highlighted text in her discussion board post/reply (Based on the Association of College & Research Libraries' definition, *An information literate individual is able to...use information effectively to accomplish a specific purpose.*) seems broader than "communicate information" and might then not overlap with the Communication ILO as much; maybe we could work it into the statement.
- Claudia S.: Possibly remove "synthesize and communicate" and instead use the phrase "use the information to accomplish a specific purpose".
- Chris M.: What we are trying to capture is the legal and ethical synthesis in documentation of that information—having students aware of how to cite sources; the meaning behind "legal, social and ethical issues" relates to citing sources and copyright rather than the community and civic engagement; think we could work it in and make it more succinct.
- Pati F.: Don't want to just focus on digital media and leave out what's going on in a real classroom (e.g. note-taking skills); Chris M. stated that by including this, it gets away from the spirit of this ILO, which he sees as research-based; Karen W. this would be more fitting under the Communication ILO (ILO #2), similar to what Pasadena City College did; the goal is to make this a research-component ILO; Jean S. suggested using "information media in varied formats"
- Members in attendance voted the ILO statement is close to being done, with some edits based on the committee's suggestions.

**E. Action**

ILO statements will be finalized at next meeting and be voted upon. The following people will be leading each group: Karen W. for ILO #2, Bob K. for #3, Claudia S. and Kaysa M. for #4, and either Kurt H. or Jean S. and Chelvi S. for ILO #1.

**VI. Next meeting – March 10, 2014.**

**VII. Adjournment**

Meeting was adjourned at 3:54 p.m.

ALC Meetings	Facilitator Train-the-Trainer Sessions	Upcoming Deadlines
Mondays - 2:30 to 4:00 pm Admin 131  February 10, 2014 February 24, 2014 March 10, 2014 April 14, 2014 April 28, 2014 May 12, 2014	Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19 March 11, 2014 April 29, 2014 May 13, 2014  <b>"Working" Workshop: Entering SLO Assessments into TracDat</b> Library Basement West Thursday, May 8, 1-2pm Tuesday, May 13, 1-2pm Wednesday, May 14, 2:30-3:30	February 10, 2014 - Fall Assessments

1. Review of CTE questions
  - The committee suggested adding analysis components to question 3 and question 4.
  - The committee suggested requiring advisory committee composition and credentials to the CTE review.
  - With these suggested edits, the committee approved the revised CTE program review questions.
  - The committee expressed some concerns regarding the ability of programs to properly document advisory committee input and suggested Bob Klier follow-up with CTE areas.
2. Final details of other changes to PR template (senate approved):
  - a. guiding language for dissenting opinion part of template
    - The committee approved the current language; no further revisions needed.
  - b. removal of ACCJC rubric from prompt (starting with 2015 PR)
    - The committee approved removal of ACCJC rubric from 2015 PR materials, but suggested adding to question 4.f a prompt asking for description of program practices that make the program's assessment processes sustainable.
3. Review of the Economics PR
  - The committee believes the Economics 2013 Program Review draft is ready to be reviewed by the APRC. Bob Klier will contact BSS division to set a meeting time, possibly April 24, 2014 from 1-2pm.
4. Results of Faculty PR Survey
  - The committee reviewed results of the 2013 Program Review evaluation survey. Half of the faculty who participated in the process responded to the survey.
  - APRC can act on several items, including integration and usage of IRP data sets, review session process, etc.
  - Karen Whitney will circulate results to APRC and request input for a more complete action list the APRC can work on.
5. Review calendar and membership for next year
  - Chris Gold will be on sabbatical in fall 2014.
  - Bob Klier will contact I&T division to request committee participation by a CTE program faculty member.