



Academic Senate of El Camino College 2013-2014

May 8, 2014

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

Officers & Executive Committee

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

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

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.

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



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SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
 - 1. Curriculum, including establishing prerequisites and placing courses within disciplines
 - 2. Degree and certificate requirements
 - 3. Grading policies
 - 4. Educational program development
 - 5. Standards and policies regarding student preparation and success
 - 6. District and college governance structures, as related to faculty roles
 - 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 - 8. Policies for faculty professional development activities
 - 9. Processes for program review
 - 10. Processes for institutional planning and budget development, and
 - 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

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

FALL 2013

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 8	TBD

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

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES	A. Minutes – April 15, 2014	5-9
C. UNFINISHED BUSINESS	A. Institutional Learning Outcomes. 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 second reading and the Senate may vote.	10-30
D. SPECIAL REPORTS	A. Assessment of Learning Committee: SLO Coordinators. The SLO Coordinators were invited by the Senate to report on accreditation requirements and our local assessment processes. B. Degrees and Certificates Report.	31-52
E. NEW BUSINESS	A. Senate Handbook. B. Resolution of Congratulation – Cynthia Mosqueda C. Resolution of Congratulation – Michael Odanaka	Handout 53 54
F. OFFICER REPORTS	A. President – Christina Gold B. VP – Compton Education Center – Michael Odanaka C. Chair – Curriculum – Mark Lipe D. VP – Educational Policies – Alice Martinez E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness – Karen Whitney	55-57 58-73 74-77 78-80



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G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		



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May 8, 2014

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 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 nd & 4 th 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 rd 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 st & 3 rd 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

15th, April 2014 (Happy Tax Day!)

Name: Initials

Adjunct (1year)

Vacant

Vacant

Behavioral & Social Sciences

Daniel-DiGregorio, Kristie X

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Vacant

Business

Lau, Phillip X

Miller, Tim

Troesch, Josh X

Counseling

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter

Fine Arts

Ahmadphour, Ali X

McMillin, Russell X

Palacios, Vince X

Wells, Chris X

Whitney, Karen X

Health Sciences & Athletics

Baily, Kim EXC

Colunga, Mina X

Hicks, Tom

Lipe, Mark

Uphoff, Robert EXC

Humanities

Cerofeci, Rose Ann X

Gallagher, Ashley X

Jaffe, Barbara X

Marcoux, Pete X

McLaughlin, Kate X

Industry & Technology

Durand, Ross X

Fields, Mark X

Gebert, Pat X

MacPherson, Lee X

Muckey, Tim X

Winfree, Merriel X

Name: Initials

Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo X

Hamza, Hamza X

Marks, Jachary X

Martinez, Alice X

Sheynshteyn, Arkadiy X

Natural Sciences

DiFiori, Sara X

Jimenez, Miguel X

Valle, Anne X

VACANT

VACANT

Academic Affairs & SCA

Arce, Francisco X

Klier, Bob

Nishime, Jeanie X

Assoc. Students Org.

Ecklund, Stefan

Compton Education Center

French-Preston, Essie

Halligan, Chris

Odanak, Michael

Pratt, Estina

VACANT

Ex-officio Positions

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Flor, Paul (CEC Chair-Elect) X

Deans' Reps.; Guests/Other Officers:

Pineda, Carolyn (IR)

ACADEMIC SENATE MINUTES

April 15, 2014

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

Academic Senate President Gold called the fifth Academic Senate meeting of the Spring 2014 semester to order on April 15, 2014 at 12:34pm. The meeting was held in the Alondra Room.

Approval of last Minutes:

[See pgs. 6-10 of packet] for minutes of the April 3, 2014 meeting as submitted by Claudia Striepe in the absence of secretary, Chris Jeffries. As there were no corrections to the minutes, they were approved as submitted.

SPECIAL REPORTS

Student Success Showcase: Sign Language

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 made this meeting's presentation on sign language.

The Sign Language/Interpreter Program (SL/ITP) provides instruction in the language most used by deaf persons, American Sign Language (ASL). General communication skills are learned in the ASL classes. Advanced technical proficiency may be gained through interpreter training classes for those seeking a career or part-time employment as an interpreter for deaf or hard of hearing persons. Employment for interpreters can be found in medical, legal, educational and community settings. There are currently approximately 400 students per semester enrolled in the program. Of those students, 29.41% receive degrees /certificates and transfer to a four-year school. 41.18% get degrees only and 17.65% transfer without a degree. Students are felt nurtured in the ASL Labs which are equipped with new Macs and employ deaf lab assistants. The program also features a Tri-lingual Interpreter training which teaches ASL to English or Spanish. There is an increasing need for these types of interpreters in the community. Students are engaged by offering collaborative opportunities such as hands on practice including performance interpreting. There is also a Hands of Friendship Sign Language club on campus. The faculty hold Faculty Share Shops instead of Brown Bags where they discuss SLOs, resources, methodologies, books, and websites. Students are connected through the Southern California Registry for the Deaf and the Deaf Community Partners Center on Deafness in the Inland Empire. Sandy also shared some future technology such as a sign language glove that can read a screen. All in all, this is a very valuable and successful program on our campus.

UNFINISHED BUSINESS

BP/AP 4021 Program Discontinuance (pgs. 11-21)

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 Ed 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 Ed Code is included in the packet. A handout from CTE faculty was also provided for discussion. This is the third reading and the Senate may vote on this item.

L. Widman moved and P. Marcoux seconded that the BP/AP be approved. Discussion followed. S. Cocca met with T. Lew to discuss the policy/procedure and he left the meeting with the opinion that they will "agree to disagree." S. Cocca feels this policy is the "easiest" way to meet Title 5, but that this process should not be easy. The approval of programs is hard and cumbersome through the Chancellor's Office; therefore, the removal or discontinuance of a program should be just as hard. He feels the policy must be transparent and is not sure what the role of the task force that is mentioned in the policy really is. He asked that the Senate turn down this BP/AP. M. Ichinaga asked for clarification of how far our policy

can deter from the CLCC template and CG answered that the template is very vague. C. Wells asked what the negative effect of having no policy would be and CG answered that the Senate would have no impact on program discontinuance and that at least this policy gives the Senate a 50/50 role. T. Lew also added that the Ed Code cited (78016) specifically deals with vocational programs where Title 5 (51022) really gets at the heart of the policy. Title 5 actually says that a community college should have a discontinuance policy in place within six months of becoming a college! These are just the minimum conditions. The Chancellor's Office could fine us for FTES, but understanding that this portion of Title 5 was created 30 years ago, so it has taken awhile for colleges to catch up! T. Lew also pointed out that past policies that were being looked at were way too long and that this one has flexibility built into it. L. Widman pointed out the distinction between policy and procedure and that the policy is more of a general outline whereas the procedure is where there is a problem. He agrees that S. Cocca has valid points, but it is better to get something on the books now and then have a group of people further define the procedures at a later time. T. Muckey asked if it can be changed if we accepted it today and the answer was yes, but the Board would have to approve it. A. Martinez said she likes some areas of S. Cocca's procedure and feels they are good discussion guidelines. S. Cocca feels the list on page two of the procedure are more designed for whether or not to START a program. C. Wells asked if we can split and vote separately. T. Lew agrees that the list on page two are tests as to what is used to see if a program can be viable and they are ones that the Chancellor's Office has set as standards. There was a call for the question and a vote was taken. There were 20 yes's, 8 no's and 2 abstentions. The BP/AP passed. CG appreciated the feedback and said that the procedure can be brought back for discussion and perfection at a later time.

CTE Two-Year Program Review Template (pgs. 22-25)

This is a second reading of revisions to the two-year CTE program review template.

K. Whitney pointed out the current list of CTE Program Review questions and compared them to the requirements of Ed Code in an attempt to streamline them. They combined some questions into one and attempted to remove any personal interpretations from the questions since it is data driven. These new questions would be used for the 2015 program reviews. One area that was emphasized is the need to improve the role and use of the Advisory Committees. C. Wells mentioned a source called Launch Board that was discussed at the state-wide plenary session as being a great source of data. A. Martinez moved and C. Wells seconded to approve the template. It passed unanimously.

Minimum Qualifications – Sociology (pgs. 26-28)

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.

This change is an attempt to change our local minimum qualifications to mirror the state's since ours is too limited and unnecessarily limits the applicant pool. P. Marcoux motioned and A. Martinez seconded and the change in minimum qualifications was approved unanimously.

AP2510 Collegial Consultation (pgs. 29-35)

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 3rd packet. This is a second reading of the revisions to AP 2510 and the Senate may vote on the item.

There are no changes in the policy. J. Nishime is bringing changes to the procedure to align with the "Making Decisions" document. The procedure keeps the statement of the Senate having primary responsibility. Division Councils are being taken out as consultation committees. The six true consultation committees are College Council, Academic Senate, the Planning and Budgeting Committee, Calendar Committee, ECC Technology Committee and Facilities Steering Committee. C. Wells asked what the status of the document was and whether or not it even has any power. P. Marcoux pointed out that this procedure is being guided by the "Making Decisions" document and J. Nishime added that it is

basically operationalizing the document. P. Marcoux made a motion to approve AP2510 and C. Wells seconded it. It passed unanimously.

BP 4027 Administratin of Relations with the Academic Senate (pgs. 36-39)

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 AP 1725 in 1988. This is a second reading and the Senate may vote.

P. Marcoux made a motion to eliminate this BP and C. Wells seconded it. It passed unanimously.

NEW BUSINESS

Institutional Learning Outcomes (pgs. 40-41)

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 (ALC). This is a first reading. Karen Whitney, Kaysa Laureano and Chris Mello along with Associate Dean, Bob Klier are members of the ALC.

K. Whitney began by saying how the committee is continuing with the theme of meaningful and manageable (M&M) learning outcomes. The specific Institutional Learning Outcomes (ILOs) can be found on page 40 of the packet. The ILOs were redefined by the ALC after they realized that faculty was writing assessments that would box them into a corner and produce stumbling blocks. The revisions were made because there is a need for outcomes that are assessable, would give us good data, and which could be acted upon. The revised ILOs were reduced from six to just four. K. Whitney provided examples of why the original ILOs were not working for ECC. For example, ILO #3: Communication and Comprehension addressed “diverse audiences,” but this was being measured strictly in terms of racial diversity. The ILO also called for students to comprehend and respectfully respond to the ideas of others, but how do we measure “respect” and is it within college purview to teach respect? The assessment also didn’t address “comprehension” alone and instead this was assumed to be part of the communication process. C. Mello explained how ILO #4: Professional and Personal Growth called for students to continually improve themselves throughout life, but how can we assess their improvement throughout their life? C. Mello said that other community colleges were studied to get models of the goals of assessment. C. Wells asked why they were eliminating the 1st ILO of Content Knowledge. K. Whitney felt that content knowledge was being assessed at the program level already and even somewhat at the GEO level. Also the ILO was too basic and it really becomes part of all the others. M. Wynne referred to page 42 of the packet and asked how if it is referring to having all course SLOs and program-level PLOs aligned then how can we not have a content knowledge ILO? K. Whitney answered by saying they will be looking at realignment in the fall and that any SLOs based on content knowledge will be included in critical thinking. M. Wynne felt that would not work in his department and this new approach was eliminating the importance of content knowledge. C. Mello added that the committee felt it was redundant to assess at the program and institutional-level and there will be a new alignment to the new core ILOs. M. Wynne thought that would still be saying it is okay for an SLO not to be aligned with an ILO. C. Mello responded that content knowledge is inherently aligned with critical thinking since you need to know about it first in order to think critically about it. CG added that it is implied that content knowledge is connected with critical thinking, but maybe it should be spelled out. J. Troesch added that SLOs are repetitive of ILOs and they all deal with these four areas in the SLO, so we could easily say that all could be repetitive. He went on to explain that many foundation courses start with vocabulary where they just can’t be aligned to ILOs because they are too basic. C. Mello stated that the ACCJC just wants us to make sure we are using the data from our assessments and that we know what we are doing with the results and that it is okay to be implied. He added that ILOs were too lengthy to get good data. K. Whitney also explained that ILOs are just guides to think about assessment and not necessarily core values. Content knowledge is just too hard to compare to ILOs. A. Ahmadphour commented that he is concerned that instructors are only teaching to the SLOs and moving away from the content. V. Palacios

added that it is an organic system and they all feed into each other. SLOs content knowledge can be seen as moving up the chain so as not to be repeating it at every level.

CG asked if the SLO coordinators and Bob could return on May 6th to talk about the accreditation cycle and the meeting will start with them on that day. They agreed to return.

Our attention was next turned to page 42 and the General Education Outcomes (GEOs). The ILC wanted to let us know that this is not adding another layer of assessment, but rather a requirement of ACCJC standards. Some colleges have separate GEOs and others regroup data from ILOs. The chart on page 43 shows how these will align, specifically how the ECC GE Areas will align with the ILOs. B. Klier clarified that if we separated the GEOs from the ILOs that this would require another set of assessments. Examples of other schools using ILOs as GEOs (or GEOs as ILOs) are PCC, Foothill, Chaffey, Laney, Napa and Santa Monica. CG asked if this was the most common method used and B. Klier answered yes and that he advocates this approach. We just need to clarify what we are doing for accreditation. This will be brought back at the next meeting.

ADJOURN

The meeting adjourned at 1:49pm.

CJ/ECCSpring14



EL CAMINO COLLEGE
INSTITUTIONAL LEARNING OUTCOMES (ILOs)

CURRENT ILOs

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.

PROPOSED REDEFINED ILOS

Redefined by the Assessment Learning Committee (ALC) - 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.

Institutional Learning Outcomes (ILOS)

Certificate or Degree

ILO Teams					
Work in your team via email. Research other schools. Determine if the statement should be revised/combined/eliminated.					
I Content Knowledge	II Critical, Creative and Analytical Thinking	III Communication and Comprehension	IV Professional and Personal Growth	V Community and Collaboration	VI. Information and Technology Literacy
Bob Klier Pati Fairchild	Chelvi Subramaniam Kurt Hull Irene Graff	Karen Whitney Jim Noyes Claudia Striepe	Chris Mello Harrison Storms	Janet Young JeanShankweiler Eduardo Munoz Van Nguyen	Janet Young Irene Graff Claudia Striepe Michelle Priest

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.



Assessment of Learning Committee (ALC)

Monday, December 9, 2013

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

SLO Coordinators: Chris Mello, Karen Whitney, Chelvi Subramaniam, and Janet Young

Recorder: Isabelle Peña

Attendees:

Academic Affairs, ECC - Bob Klier
 Inst. Research and Planning - Irene Graff
 Counseling - Van Nguyen
 Business - Kurt Hull & Ana Milosevic
 Fine Arts Associate Dean - Diane Hayden
 Fine Arts - Harrison Storms

Health Sciences and Athletics - Russell Serr
 Humanities - Kevin Degnan
 Industry & Technology - Pati Fairchild & Sue Ellen Warren
 Library/LRU - Claudia Striepe
 Mathematical Sciences - Junko Forbes
 Natural Sciences - Jim Noyes

MINUTES

I. Call to Order

Meeting was called to order at 2:41 p.m.

II. Recognition – ALC Membership

Chris M. recognized two members who have served with the ALC and are stepping down:

- A. Junko Forbes served over 3 years in Math and worked for 2 years with the ALC. Everyone in attendance thanked her for all she has done for the ALC. Junko was presented with a certificate of appreciation.
- B. Janet Young has worked with the ALC as SLO co-coordinator and has given her time and energy into helping faculty with SLOs as well as conducting the TracDat training workshops. Everyone in attendance shared the same sentiment that they were sad to see Janet go. Janet was presented with a certificate of appreciation as well as a small gift for all that she has done with the ALC.

III. Approval of Minutes

A motion was made by Chelvi S. to approve the minutes for the 11/25/2013 ALC meeting; motion was seconded by Kevin D. Meeting minutes was approved.

IV. Discussion/Action

A. Flex Day Timeline Creation and Mid-Semester Alignment

The idea of a mid-semester alignment and how things are going to work with the divisions to get everything re-aligned was discussed. Karen W. has been developing a timeline worksheet to create a new timeline that will work in the Fall; this will be used to enter timeline in TDat. (See attached.)

1. Discussion:

- Chris M. restated the campus-wide initiative for assessment timeline change that was determined by the office of Academic Affairs (to meet sustainability in 2014—faculty need to be constantly assessing SLOs (minimum 1 Course SLO per year). He emphasized that this would be indeed a culture change for our faculty who were used to the past cycle wherein SLOs for courses were only assessed every 3 or 4 years.
- Some of the faculty are worried about rolling out a 3-year cycle; 3-year cycle does not include the Program level assessments; 4-year timeline would be the very minimum.

- Pati F. stated that she prefers the 4-year cycle because some of her courses are only offered every 2 years.
 - The ALC needs to be clear as to what they will be asking from faculty so that it is consistent throughout the campus.
 - Need to make sure the follow-up is done and would like to see this in the timeline; follow-up on timeline would be more anecdotal—a short paragraph to capture what has and hasn't worked (not a detailed analysis); Janet Y. stated that there is also a follow-up feature in TracDat for a more detailed analysis.
 - A suggestion was made to assess every SLO every semester; however Chris M. stated that we need to think about sustainability and what is adaptable; this suggestion works with Humanities which doesn't have many courses, but it would be a nightmare for Fine Arts, which has a lot more courses.
 - Frequency of Assessments: Chris M. wants to get an overall idea of what the ALC wants the SLO coordinators to bring to Dr. Arce and the President; majority voted for 4 years, with 1 SLO being assessed per year and 1 PLO being assessed per year. Chelvi S. clarified that the 4th year is used for Program level Assessment in addition to pulling data for the SLOs.
 - Bob K. stated that campus needs to move toward more frequent assessments.
2. Action:
- Bob K. will take this information (Assessment Frequency) to the next Council of Deans meeting and will report back to the ALC after. Will table this issue for now.

V. Information/Discussion

A. ILO I - Content Knowledge Update *(Team: Bob K., Irene G. and Pati F.)*

1. Discussion:
- The team met the previous week and notes from their team meeting were shared with those in attendance (see attached).
 - Team proposes using PLO assessment results and External Exam pass rates to measure this ILO.
 - William Garcia of Institutional Research (IR) compiled a draft list of exterior licensure exams; (web address shown on attachment); can obtain results from these websites, however, most of them do not post results in a timely manner but the faculty will get licensure pass rates of ECC students; Kurt H. stated that with CPA exams, the results for a test currently taken will not be posted for another 6 years so he doesn't know how useful that data will be for Business Department.
 - General feel from the ALC is to eliminate this PLO. If so, questions need to be answered: If we eliminate this ILO, (1) Does the institution have any systematic way of examining assessment results from the PLOs of all our divisions? (2) Is this ILO covered somewhere else (i.e. in the other ILOs)? If it is not written anywhere, we need to re-write some of the ILOs to include this.
2. Action:
- Chris M. stated that ALC needs to talk about the direction on whether or not to eliminate this ILO; the task force team has what they need for the Spring semester.
 - Chris M. stated that this team needs more members. Chelvi S. volunteered to join the team; she followed up with the Compton faculty who was recommended to join the ALC but that faculty member cannot join since new faculty is advised not to take on additional tasks.

B. Continuation of ILO Team reviews

Discussion from the previous meeting continued.

ILO IV - Professional and Personal Growth and V - Community and Collaboration *(Team: Chris M., Diane H. and Harrison Storms)*

1. Discussion:

- Renamed ILO to "Interpersonal Responsibility & Civic/Global Engagement" (attached).
- Bob K. clarified that this ILO has to do with personal and social responsibility.
- Some members stated that it is not clear why this is an ILO—it seems to be more of a performance indicator, not an ILO; don't see how it connects to learning assessment .
- It was stated that this is more employability and inter-personal skills (i.e. can they work with a team, can they complete tasks); however, Chris M. stated not to look at this in terms of employability because not every student comes to this college to be employed or transferred.
- Irene G. indicated that a research-based survey can be created to see how students are involved; this survey also has a faculty component.
- It was stated that looking at all the statements at the same time will help in redefining the ILOs; Pati F. suggested that each member re-write the ILOs and perhaps compare and discuss with each other; Bob K. agreed that looking at it in total (looking at overall vision) will help.
- Chris M. asked if there is a more efficient way to go about the ILO discussions—it seems very cumbersome the way the committee is currently doing it (discussing them only during the meetings); Isabelle P. suggested creating some sort of discussion board so that members can post their opinions, suggestions, and comments away from the meeting; doing this should speed the process of redefining the ILOs; Irene G. suggested Wiki; Ana M. suggested the Community Board on the myECC portal.

2. Action:

Isabelle P. will look into the best way to initiate a discussion board for ILO discussions and create the discussion board(s) before the next ALC meeting.

C. Attendance at ALC Meetings

Chris has asked the ALC members to let Isabelle P. know if they are not attending an upcoming meeting.

V. Next meeting – February 10, 2014.**VI. Adjournment**

Meeting was adjourned at 4:00 p.m.

Handouts/Attachments:

- SLO and PLO Assessment Timeline Worksheet
- SLO Timeline Worksheet
- ILO I – Content Knowledge Team Meeting Notes
- ILO IV & V – Proposed new ILO title for combining both ILOs, with statements and assessment methods

ALC Meetings Mondays - 2:30 to 4:00 pm Admin 131	Facilitator Train-the-Trainer Sessions Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19	Upcoming Deadlines February 10, 2014 - Fall Assessments
February 10, 2014 February 24, 2014 March 10, 2014 April 14, 2014 April 28, 2014 May 12, 2014	February 11, 2014 February 25, 2014 March 11, 2014 April 29, 2014 May 13, 2014 “Working” Workshop: Entering SLO Assessments into TracDat Dates/Times TBA	

SLO Timeline Worksheet

Division:

Program:

Program Review Date:

Directions: Use this worksheet to distribute assessments each SLO Statement over the four-year timeline. Once complete, facilitator’s will transfer the information to the final template. This worksheet should be emailed to the division facilitator by January 31. Facilitators are responsible for finalizing information and emailing the final timeline document to jpena@elcamino.edu by February 7. This information will be input into TracDat by the SLO Administrative Assistant.

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2018	FA 2018
Example:													
Art 101 SLO #1			X										
Art 101 SLO#2				X									
Art 101 SLO #3										X			

SLO and PLO Assessment Timeline

Division:
Program:
Program Review Date:

Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed Include the PLO# and Short Title
Spring 2014		
Summer 2014 (If applicable)		
Fall 2014		
Spring 2015		
Summer 2015 (if applicable)		
Fall 2015		
Spring 2016		
Summer 2016 (If applicable)		
Fall 2016		
Spring 2017		
Summer 2017 (If applicable)		
Fall 2017		

Content Knowledge ILO

Current Content Knowledge ILO

Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation, or career.

For the most part, we assume PLO assessments (along with several other measures) will provide us with data for this ILO.

Assessing the Content Knowledge ILO

On October 28, 2013, the following items were suggested by ALC committee members as possible measures for Content Knowledge:

- PLO assessment results
- SLO assessment results
- External exam pass rates (i.e. Nursing, Cosmetology, Fire technology, Real Estate, Law, EMT, etc.)
- Success rates
- Persistence rates
- Employer surveys, if any questions deal with content knowledge/subject preparation
- Student performance in transfer courses
- Post-transfer student data, if available (i.e. Honors Transfer Program follow-up)
- Exam results

We propose using (1) PLO assessment results and (2) External exam pass rates to measure the Content Knowledge ILO.

- (1) PLO assessment results available in TracDat. Use results through fall 2013. Use sampling? All PLO results?
- (2) Programs found in the below link lead to employment in areas requiring some sort of state licensure and/or certification. We can use results for ECC students in these programs.

<http://www.elcamino.edu/academics/seeds/California%20Licensure%20Examination%20Reporting.pdf>
(Attached)

California Licensure Examination Reporting

In accordance with California State Assembly Bill 2086, El Camino College has identified the following undergraduate programs that lead to employment for which passage of a state licensing examination or state certification is required. Below you will find websites that provide additional information regarding the state licensure or state certification required for employment. Please note that not all websites include state licensure or certification passage rate information. Data will continue to be updated as California licensing and/or regulatory agencies make the data available electronically.

Accounting

License: Certified Public Accountant

Website: <http://www.dca.ca.gov/cba/>

Administration of Justice

Certificate: Peace Officer Standards and Training Basic Certificate

Website: <http://www.post.ca.gov/peace-officer-certificates.aspx>

Air Conditioning

License: California Warm-Air Heating, Ventilating and Air-Conditioning Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>

Air Conditioning and Refrigeration

License: Refrigeration Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>

Architecture

License: Architecture License

Website: <http://www.cab.ca.gov/>

Automotive Brake/Suspension, Transmission/Drive Train Technician

License: Brake Adjuster License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Collision Repair/Painting

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Collision Repair/Painting I

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Collision Repair/Painting II

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Technician I

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Technician II

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Technology

License: Repair Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Automotive Tune-Up Technician

License: Basic Area Smog Check or Advanced Emission Smog Check Technician License

Website: http://www.bar.ca.gov/02_IndustryActivities/01_GettingLicensed/index.html

Cabinet and Fine Woodworking

License: Cabinet, Millwork, and Finish Carpentry Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>

Childhood Education

Permit: California Child Development Permit

Website: <http://www.cde.ca.gov/sp/cd/>

Computer Aided Design/Drafting

License: Architecture License

Website: <http://www.cab.ca.gov/>

Construction Technology

License: General Building Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>

Cosmetology

License: Cosmetologist, Barber, Electrologist, Esthetician, or Manicurist License

Website: <http://www.barbercosmo.ca.gov/>

Early Childhood Education

Permit: California Child Development Permit

Website: <http://www.cde.ca.gov/sp/cd/>

Early Intervention Assistant

Permit: California Child Development Permit

Website: <http://www.cde.ca.gov/sp/cd/>

Electronics Engineering Technician

License: Electrical Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>**Engineering Technician**

License: General Engineering Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>**Engineering Technology**

License: General Engineering Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>**Environmental Horticulture**

Certificate: Landscaping Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>**Fire Academy**

Certificate: California State Fire Marshal Certificate

Website: <http://osfm.fire.ca.gov/training/certification.php>**Fire and Emergency Technology**

Certificate: California State Fire Marshal Certificate

Website: <http://osfm.fire.ca.gov/training/certification.php>**Heating, Ventilation, and Air Conditioning (HVAC)**

License: California Warm-Air Heating, Ventilating and Air-Conditioning Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>**Mortgage Loan Brokerage**

License: Mortgage Loan Originator

Website: http://www.corp.ca.gov/Laws/Residential_Mortgage/Default.asp**Nursing**

License: Registered Nurse License

Website: <http://www.rn.ca.gov/schools/passrates.shtml>**Paralegal Studies**

Certificate: Paralegal Certificate

Website: <http://www.americanbar.org/aba.html>**Paramedical Technician**

Certificate: Emergency Medical Technician Certificate

Website: www.emsa.ca.gov/meetings/2011/03-23-11/08A_NRresultsATTACH.pdf

Radiologic Technology

Certificate: Radiologic Technician

Website: <http://www.cdph.ca.gov/programs/Pages/RadiologicHealthBranch.aspx>

Real Estate

License: Real Estate License

Website: <http://www.dre.ca.gov/>

Real Estate Appraisal

License: Real Estate License

Website: <http://www.orea.ca.gov/>

Respiratory Care

License: Licensed Respiratory Care Practitioners

Website: <http://www.rcb.ca.gov/>

Special Education Assistant

Permit: California Child Development Permit

Website: <http://www.cde.ca.gov/sp/cd/>

Welding

License: California Welding Contractor

Website: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/>



Questions...

If we eliminate the Content Knowledge ILO, does the institution have any systematic way of examining assessment results from the PLOs of all our divisions?

Comments made during ALC meetings about eliminating the Content Knowledge ILO pointed to the Critical, Creative, & Analytical Thinking ILO as covering this “Content Knowledge” and all our PLOs. But does it?...

Critical, Creative, and Analytical Thinking ILO

Students solve problems, make judgments, and reach decisions using critical, creative, and analytical skills.

What about, for instance, some of the I&T or HS&A PLOs that ask students to demonstrate expertise in a specialized discipline or activity? This expertise may be the integration of ideas, methods, theory, and practice.

For example...

PLO #2 - Cosmetology Practicum

Upon completion of the El Camino College Cosmetology program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer’s directions for applying the waving solution and neutralizer to hair.

PLO #3 - Advanced Cosmetology

Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.

Are we doing a good enough job of connecting ILOs to “practical skills” and/or the use of technology/tools within a field?

Do we anywhere articulate that we expect students to transfer practical sorts of learning to new, complex situations (such as those in above PLOs)?

1. Obtaining Information
 - a. Tech literacy
 - b. Note-taking
 - c. Research/sort info, check sources
 - d. Written/spoken/signed/symbolic info sources

2. Processing & Conveying Information
 - a. Creative and analytical thinking
 - b. Written/spoken/signed/symbolic communication and/or presentation
 - c. Consider the audience

3. Skills Demonstration & Physical Performance
 - a. Technical/artistic/athletic skills
 - b. Personal health/safety

4. Employability & Interpersonal Skills
 - a. Teamwork, leadership skills
 - b. Community/global citizenship
 - c. Resume writing and interview skills
 - d. Self-motivation, task completion, integrity

http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf (Attached)

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

From Chris Mello 12/09/2013:

Combining ILO IV & V

Proposed New ILO Title: Interpersonal Responsibility & Civic/Global Engagement:

- a. El Camino college students are equally accountable for their education. They possess the necessary student skills to be successful in the classroom (punctuality, academic responsibility/honesty, study skills) and also the planning of their degree path.

ASSESSMENT: Faculty - Class Attendance (punctuality), Class Assignments; Student Services - Student Discipline, Academic Honesty; Counseling - Ed. Plans, Registration, Counseling meetings, (these are the "soft skills" we keep speaking of - to the extent we can assess them)

- b. Students are able to work effectively in group situations, and also are positively engaged in their communities at the college and civic level.

ASSESSMENT: Faculty - Class Group Assignment Assessments, Student Services - SAO, Club Involvement (particularly CLUB RUSH), Student Government, Student UNION - Surveys/Polls in school paper



Assessment of Learning Committee (ALC)

Monday, April 14, 2014

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

SLO Coordinators: Chris Mello, Karen Whitney, Kaysa Moreno

Recorder: Isabelle Peña

Attendees:

Academic Affairs, ECC - Bob Klier

Business - Ana Milosevic

Fine Arts Associate Dean - Diane Hayden

Fine Arts - Vince Palacios & Harrison Storms

Humanities - Kevin Degnan

Industry and Technology Associate Dean - Daniel Shrader

Industry and Technology - Pati Fairchild and SueEllen Warren

Mathematical Sciences - Susanne Bucher

Natural Sciences - Jim Noyes

Library/LRU - Claudia Striepe

MINUTES

I. **Call to Order**

Meeting was called to order at 2:36 p.m.

II. **Approval of Minutes**

A motion was made by Bob K. to approve the minutes for the 3/10/2014 ALC meeting; motion was seconded by Pati F. Meeting minutes was approved.

III. **Reports** (*Bob Klier & Chris Mello*)

A. **FALL 2013 SLO Report Completion** – Information

Bob K. reported that completion rate for SLO Assessment Reports is in the upper 90%.

B. **Facilitator Division Reports Due by End of Semester** (*Chris Mello*)

We used to do this a few years ago and are going to re-institute doing it again; we used to get a report from each division's facilitator at the end of the semester to see how each division is doing—it doesn't have to be intense and can be about things that happened over the last year (doesn't have to be over the last semester); the report needs to address four aspects of what's happened in each division (see description of each aspect below). This will help fuel the coordinator's report.

1. **Organizational Changes** (any organizational changes in the way that you did things in your division—good or bad)
2. **Success Stories** (any good reports, any good assessments, really good dialogue that's happened that instituted changes, anything that shows that the process is helping your division)
3. **Challenges** (in terms of resources, hours; any kind of challenges that you encounter as a facilitator, things that you think would help the next facilitator if this is your last semester as a facilitator; things that are not working; these are things that the coordinators need to know about and address and write about)
4. **Completion Numbers** (refers to facts and figures that can be useful, information on SLOs that were assessed but does not necessarily have to be in TracDat how many SLOs were assessed; if there are still any courses outlined from the audit; it's a good way to get an idea of what is working; any kind of facts and figures that can be useful;.)

These reports need to be done by the end of this semester—if possible, before grading. Report is for the 2013-2014 Academic Year. Reports are to be sent to Chris M. or Karen W.

- C. Karen W. also sent e-mail to facilitators for success stories, people or effort in the division who should be recognized, etc. by April 25th for inclusion in the next SLO newsletter; asking for a paragraph or two. E-mail articles to Karen W.

IV. ACCJC Rubric Review for FALL 2014 (Bob Klier)

Handout: ACCJC Rubric Worksheet

- A. Worksheet/checklist was distributed to those in attendance. The worksheet is an abbreviated version working from the ACCJC Rubric. Per Bob K., the rubric for Institutional Effectiveness for SLOs is going away. The reason is that everyone should be at the sustainability level with the SLO assessments and we just need to maintain that. Bob K. wanted to go over the worksheet with the members in attendance to see if there is anything we need to pay attention to and develop an action plan for, as a committee, in preparation for the Fall 2014 report and visit.

- PROFICIENCY LEVEL of Implementation on ACCJC Rubric – Characteristics of Institutional Effectiveness in Student Learning Outcomes.
 1. *Student Learning outcomes and authentic assessment are in place for courses, programs and degrees.*
 - Committee members completely agree with this statement.
 2. *There is widespread institutional dialogue about the results of assessment and identification of gaps.*
 - Committee members somewhat agree on this statement.
 - Identification of gaps: Bob K. asked where does dialogue that make up wide-spread institutional dialogue take place; committee agreed on programs, divisions, ALC meetings, discussion boards, Council of Deans meeting, Academic Deans and Directors meetings, SLO newsletter, Facilitator Reports.
 - Bob K. asked if there is something we can do as a committee to come up with some actions to focus the dialogue list on assessment results? Going over sample assessment results during ALC meeting; having a committee meeting once a month within each division to discuss assessment results at the program level and sub-committees to discuss course-level assessment results will help; Diane H. stated that scheduling meetings is a good idea and that with new ILO statements, bringing faculty together to discuss the new ILOs will institute new widespread dialogue.
 3. *Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.*
 - Chris M. stated that we do this through Program Review; Bob K. stated that ACCJC recognizes in our follow-up report, that we are moving assessment results into Program Review and Program Review into Planning and that the college has spent a lot of money directly towards student learning support and that we have a system set up for this.
 4. *Appropriate resources continue to be allocated and fine-tuned.*
 - Committee members completely agree with this statement; we spent money on release time for facilitators and coordinators, purchase new software (TracDat), etc.
 5. *Comprehensive assessment reports exist and are completed and updated on a regular basis.*
 - Committee members completely agree with this statement.
 6. *Course student learning outcomes are aligned with degree student learning outcomes.*
 - Committee members completely agree with this statement; we're doing the realignment in Fall 2014.

7. *Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.*
- Bob K. stated that we just have to make sure to get SLOs on the course outlines of record and syllabi; beyond that, it would be up to each individual instructor to highlight the SLOs for their courses; committee agreed that at a minimum, we have the SLOs in our course syllabi; Diane H. asked about using student surveys and Kaysa M. stated that the Community College Survey of Student Engagement (CCSSE) is given every 2 or 4 years and we can ask Irene G./Institutional Research to see if there is a question on the survey regarding learning outcomes.
- SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT LEVEL of Implementation on ACCJC Rubric – Characteristics of Institutional Effectiveness in Student Learning Outcomes
1. *Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.*
 - Ongoing—we have outcomes, timelines, results and actions.
 2. *Dialogue about student learning is ongoing, pervasive and robust.*
 - Committee members somewhat agree.
 - Vince P. felt that there is no dialogue; that facilitators are told what to do—most faculty he deals with see assessments as meaningless and random; no one has taught or educated him on assessments, statistics and giving meaningful data; as an SLO facilitator he still don't know what he's doing—he still doesn't understand the process.
 - Chris M. disagrees with this Vince's statement and stated that each division is different and the campus is different and to make a sweeping justification that there is no dialogue on campus is not accurate; Bob K. stated that he has been in a room where there has been meaningful dialogue; if faculty aren't familiar enough with good assessment practices and data analysis, we need offer those types of workshops (e.g. we are offering a data analysis workshop this semester and will continue to offer more in the future); if something isn't working, what can we do to fix it? If some teachers are having good dialogue then we should share that with the campus; Kevin D. stated that they have had some meaningful discussion and dialogue in Humanities (e.g. they have talked about the assessment process, assessment tools that make sense for each course, discussed results, talking to instructors continuously, etc.).
 - Harrison S. stated that he feels that the implication in the assessment conclusion is that they have to make it better—that it's not good enough and they have to find something wrong to fix even though by and large, the students are doing well and learning some basic skills; and that if they find everything okay, they will be asked to raise the level of standards; Vince P. also stated that they were given the impression that they have to find something that needs to change.
 - Bob K. disagrees with Harrison's statement and stated that once they find that the students have reached the level they are supposed to be in 4 or 5 assessments in a row, it is okay to say this in their report and that their methods are effective and to make sure that they back it up with data. If this is the case, then it's time to move on and look at something else that needs to be assessed.
 3. *Evaluation of student learning outcomes processes.*
 - Committee members completely agree with this statement; members stated they are constantly evaluating; they have surveys, have discussion boards, ALC meeting.
 4. *Evaluation and fine-tuning of organizational structures to support student learning is ongoing.*
 - Committee members completely agree with this statement.

5. *Student learning improvement is a visible priority in all practices and structures across the college.*
 - It is when we are on warning status; Bob K. stated that everyone needs to be patient—we have all these new things; let's go slow and steady and do our assessment reports and talk about them and see where it goes.
6. *Learning outcomes are specifically linked to program reviews.*
 - Committee members completely agree with this statement.

Bob K. asked the committee members to send/e-mail him any additional thoughts and ideas on this rubric.

V. Redefined ILOs

Handout: Institutional Learning Outcomes showing current and proposed redefined ILOs

Chris M. stated that these will be presented to Academic Senate tomorrow (4/15/2014) for their first reading. Council of Deans already approved redefined ILOs at their 4/10/2014 meeting.

VI. SLO Reporting Norming Session (Chris Mello, Kaysa Moreno)

Handout: Course SLO Assessment 4-Column Report Examples for Art, Kinesiology, English, Earth Sciences, Fire and Emergency Technology, Math (Ge and Non-Science Major), Music, Auto Collision Repair and Painting, and Developmental Math

A. Samples of Course SLO Assessment 4-Column reports were distributed to the committee for the Norming Session. SLO coordinators wanted to take a cross-section of different reports from different divisions to give facilitators an idea of what is in TracDat (some reports being strong and some being weak, for different reasons) and review them to see if they look like a solid report. Going forward, the SLO coordinators are asking facilitators to go through the reports in their divisions and check them for the four basic categories below. They are not asking facilitators to judge content.

1. Completion
 - Is it finished?
2. Target – Standard met (Percentages)
 - Is there some identification of what happened to the target—were the standards met or not met? Is there some sort of percentage in the assessment results (e.g. 75% of the students scored good or excellent, etc.)?
3. Data Analysis
 - Some sort of analysis of the data that was used in the assessment at any level.
4. Action Plan
 - Something that looks like an actual action plan.

B. Kaysa M. asked the members in attendance rate each report four times, each one based on the basic categories listed above. These ratings are as follows:

1 - Outstanding; 2 - Above Average; 3 - Average; 4 - Below Average; 5 - Poor

The committee voted on each of the reports and discussed why they gave each category a certain vote (e.g. for the English report, 38% of the committee voted for both 'Below Average' and 'Poor' (tied) based on ACTION PLAN because the action plan has no relationship to the data). However, due to time running out only three reports were voted on, and Chris M. suggested stopping and continuing this norming session at the next meeting (starting with Earth Sciences).

C. Vince P. stated that this is going into deeper analysis if they look at and analyze the quality of the action plan vs. looking to see if they provided an action plan; Chris M. clarified that all they have to do is look at the action plan and see if it makes sense as an action plan; Karen W. stated that the purpose

of reviewing these reports is so that everyone is looking at these with similar expectations; Chris assured the facilitators that once they start looking at more and more of these reports, they will start to see common trends, i.e. if the action plan is actually an actual plan or if it is just a statement, and reviewing reports will not take as long.

- D. Chris M. stated that the committee members are getting something out of this norming session and he understands that we need time so everyone can express their opinions and get on the same page; Harrison S. wanted to get a template to give to instructors on completing assessment reports; however, Chris M. stated that giving a standardized template will not work because there are so many variables involved with the different divisions and courses; Chris M. thanked everyone and stated that it will take a while to get to the point where everyone will be comfortable with and get better at reviewing reports and he asked the committee to be positive.

VI. Next meeting – April 28, 2014

VII. Adjournment

Meeting was adjourned at 3:58 p.m.

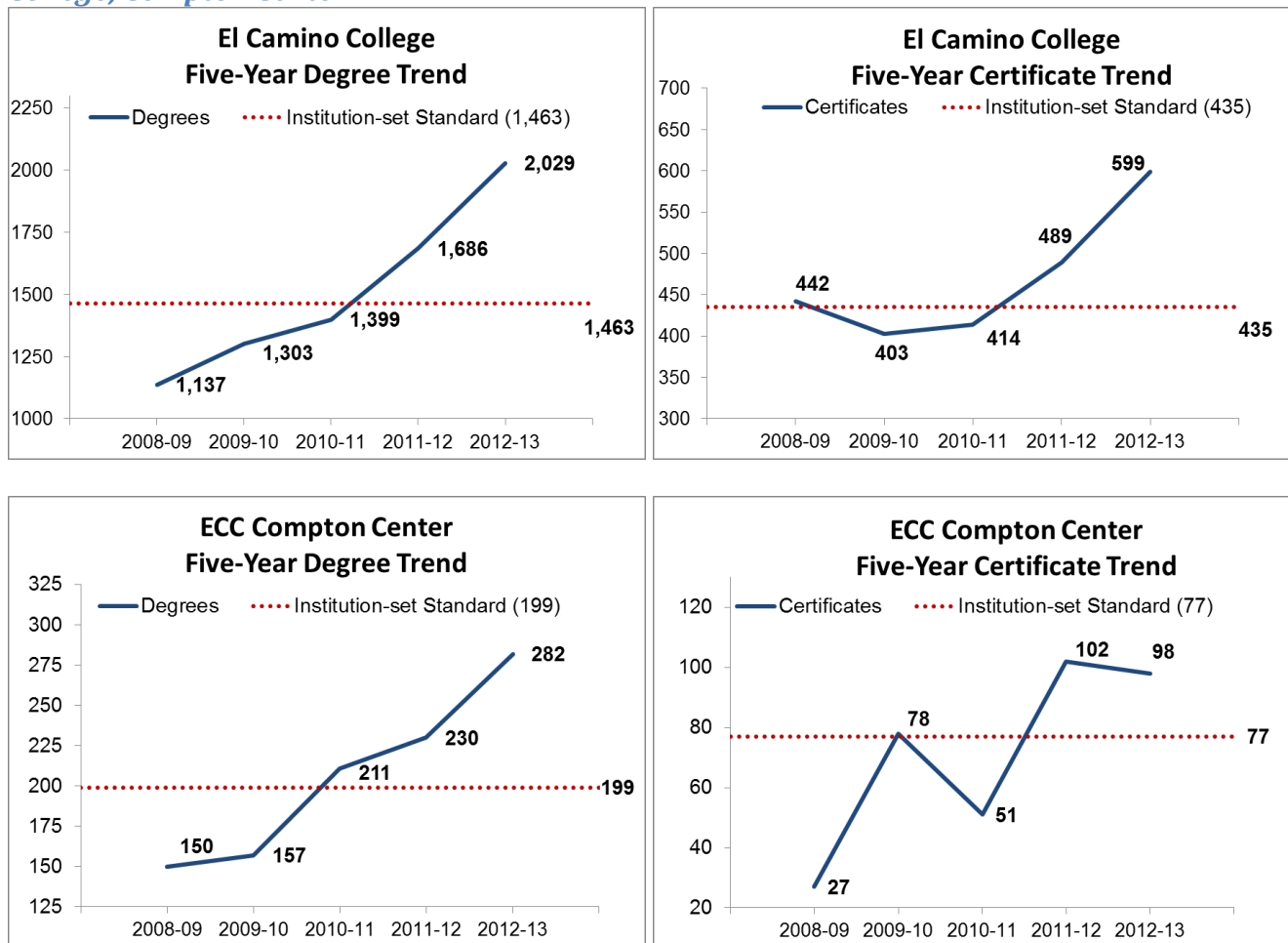
SPRING 2014 ALC Meetings	Facilitator Train-the-Trainer Sessions	Upcoming Deadlines
Mondays - 2:30 to 4:00 pm Admin 131 February 10, 2014 February 24, 2014 March 10, 2014 April 14, 2014 April 28, 2014 May 12, 2014	Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19 March 11, 2014 April 29, 2014 May 13, 2014 “Working” Workshop: Entering SLO Assessments into TracDat 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

El Camino College Degrees and Certificates Awarded Recent Trends

EXECUTIVE SUMMARY

The following report highlights trends in degrees and certificates awarded for the years 2008-09 to 2012-13. As a whole, student awards continued to steadily increase at both El Camino College (ECC) and ECC Compton Center, reaching a five-year peak in 2012-13.

Figure 1. Five-year Degree and Certificate Trends for El Camino College and El Camino College, Compton Center



At ECC, degrees and certificates increased by 20% and 22%, respectively. These increases yielded a total award count that exceeded 2,600 for the first time. Growth was fueled in part due to the first graduating cohorts of Associate of Arts for Transfer (A.A.-T) students, as well as strong growth in the Science, Technology, Engineering, and Mathematics (STEM) majors. There were 79 degrees earned across three different A.A.-T majors (Communications, Psychology, and Sociology). Additionally,

strong increases were seen among STEM degrees and certificates, with past-year growth of 79% and 81% respectively.

Compton Center awarded a total of 380 degrees and certificates. From the previous year, degrees increased 23%, and certificates decreased 4%. The Natural Sciences division experienced the greatest growth, increasing by 200% relative to last year. Similar to ECC, Compton Center saw large growth in the number of STEM degrees and certificates awarded, with past-year growth of 300% and 900%, respectively. There were 10 A.A.-T degrees awarded at Compton Center.

At both ECC and Compton Center, the most common ethnicity of those awarded degrees was Latino. The same was true among those awarded certificates at ECC. However, the most common ethnicity among certificate-earners at Compton Center was African American.

This report examines a five-year trend in degrees and certificates awarded at El Camino College (ECC) and El Camino College Compton Center.

TABLE 1. Degrees and Certificates Awarded (Five Years)

Location	Award Type	2008-09*	2009-10*	2010-11*	2011-12*	2012-13	1-yr change (%)
El Camino College	Degrees	1,137	1,303	1,399	1,686	2,029	20%
	Certificates	442	403	414	489	599	22%
Compton Center	Degrees	150	157	211	230	282	23%
	Certificates	27	78	51	102	98	-4%
Total ECC	Degrees	1,287	1,460	1,610	1,916	2,311	21%
	Certificates	469	481	465	591	697	18%

*Awards reported as of MIS Data Submission in Summer/Fall. Actual campus figures may be slightly higher. Source: CCC Chancellor's office & ECC Admissions & Records.

DEGREES OVERVIEW

At ECC, degrees were awarded in 70 different majors within 8 different divisions. At ECC Compton Center, 36 different majors within 8 divisions awarded degrees. Since 2008-09, ECC and Compton Center have awarded an increasing number of degrees to students (Table 1). From 2011-12 to 2012-13, degree counts at ECC and Compton Center increased by 20% and 23% respectively.

This is the first year that the new Associate of Arts – Transfer (A.A.-T) degrees have been awarded. Students who earn an A.A.-T degree are given a clear pathway to a California State University (CSU) major and baccalaureate degree. These students are also given priority admission consideration to a CSU campus, though the degree does not guarantee admission to a specific campus or program. If the CSU deems the A.A.-T degree to be similar to a program at that CSU, then admitted students will be able to complete the required units to earn a bachelor's degree within 60 units. Though ECC currently offers several A.A.-T and Associate of Science – Transfer (A.S.-T) degrees, most of these degrees are in their nascence. Only Communication Studies, Psychology, and Sociology (all A.A.-T) have existed long enough to yield graduates.

CERTIFICATES OVERVIEW

At ECC, a program can be offered as different certificates based on unit level. A certificate of achievement generally requires 18 or more units, but lower-unit (12-17.5) certificates of achievement are also offered with approval of the Chancellor's Office. Because of this certificate scheme, students are permitted to receive multiple certificates in one program with different areas of emphasis. A grade point average (GPA) of 2.0 is required for all certificates, with Honors and High Honors certificates of achievement awarded for minimum GPAs of 3.0 and 3.5, respectively. Certificates of achievement can

also be split into short-term certificates (those that required 18 to 29.5 units), or long-term certificates (those that required 30 to 59.5 units).

INITIATIVES OVERVIEW (CTE, STEM, SEM)

There are several initiatives currently active at ECC that focus on students' success in specific majors. These initiatives include Career and Technical Education (CTE); STEM; and Science, Engineering, and Mathematics (SEM). CTE programs are technical or career oriented in nature, ranging from Administration of Justice to Welding. Some CTE programs, mostly in the technical area, are also part of the STEM initiative. STEM comprises three divisions – Industry and Technology, Mathematical Sciences, and Natural Sciences. SEM includes only Mathematical and Natural Sciences. The primary difference between STEM and SEM is the latter's focus on transfer programs as opposed to technical programs that include options for certificates. Currently, Compton Center has only CTE initiatives. For the purposes of this report, majors were classified as STEM via the 2012 Department of Homeland Security STEM list. This list is tied directly to the federal classification of instructional program (CIP) codes, and allows for direct comparison of ECC and Compton Center to other institutions.

EXAMINATION OF DEGREES AND CERTIFICATES BY LOCATION

In the following sections, a closer examination is given to the degrees and certificates earned at each location.

El Camino College

ECC Degrees

At ECC, the counts of degrees awarded have consistently increased throughout the past 5 years, with 2,029 degrees in 2012-13 (Figure 2). An outline by degree type reveals an increase in A.A. and A.S. degrees, and the addition of the new A.A.-T degrees (Table 2). The 5-year trends for A.A. and A.S. degrees indicate 88% and 50% growth, respectively. This increase seems driven primarily from the large increase of A.S. degrees, and the first cohort of students graduating with A.A.-T degrees. The breakout for A.A.-T degrees is shown in Table 6. Compared to 2011-12, the number of A.A. degrees awarded in 2012-13 increased by 8%. Over the same time frame, the number of A.S. degrees increased by 30%.

The majority of those who earned a degree from ECC were among the ages 20 to 24 (Table 7) and female (Table 8), and the most common ethnicity was Latino (Table 9). The proportion of students receiving A.A.-T degrees who are Latino (56%) is much greater than the percentage of those earning an A.A. (40%) or A.S. (34%) degree (Table 10). Students earning A.A.-T degrees are also younger than those earning A.A. or A.S. degrees. Students aged 24 and below comprised 87% of those earning A.A.-T degrees, compared to only 67% and 57% for A.A. and A.S. degrees, respectively (Table 11). Women earned the majority of A.A., A.A.-T, and A.S. degrees (Table 12).

Over the past year, all divisions experienced growth in the total number of degrees awarded (Table 16), with the greatest increase of 65% in Mathematics followed by 51% for the Natural Sciences. From 2011-12 to 2012-13, Biology, Chemistry, General Science, Physical Science, and Physics all saw growth of over 50%. These dramatic increases may be tied to grant-related efforts, particularly those of the

Graduation Initiative, the Math, Engineering, Science Achievement (MESA) center, as well as Department of Education STEM grants.

TABLE 2. El Camino College Degree Awards by Type

Degree Type	2008-09	2009-10	2010-11	2011-12	2012-13
Associate of Arts (A.A.)	643	797	903	1,118	1,210
Associate of Arts - Transfer (A.A.-T)	--	--	--	--	79
Associate of Science (A.S.)	494	506	496	568	740
Total Associate Degrees	1,137	1,303	1,399	1,686	2,029

ECC Certificates

As depicted in Figure 2 (see Appendix), the number of awarded certificates increased 22% from the 2011-12 to 2012-13 academic years, with 599 certificates awarded in 2012-13. For the 2012-13 academic year there were more short-term than long-term certificates awarded, 345 and 254, respectively. As can be seen in Table 17, Natural Sciences had the greatest growth, increasing the number of certificates by 50% (from 2 to 3). Among divisions with at least 10 certificates awarded, Behavioral and Social Sciences had the greatest growth over the past year (33%; from 99 to 132). Overall, the number of certificates awarded between 2008-09 and 2012-13 increased by 36%. Whereas the majority of degree earners at ECC were between the ages of 20 to 24, the majority of certificate earners were older, between the ages of 25 to 49 (Table 7).

ECC Initiatives

As seen in Table 3, initiative-related award counts have increased over the last five years at ECC. From 2011-12 to 2012-13, CTE, STEM, and SEM initiatives saw growth. The growth in STEM and SEM-related fields has been high, with one-year growth ranging between 76% and 81%, and five-year growth ranging between 262% and 413%. Despite the varied increases among the three initiatives, CTE programs continue to grant the majority of awards.

TABLE 3. El Camino College – Degrees and Certificates Awarded by Initiative

Initiative	Award Type	2008-09	2009-10	2010-11	2011-12	2012-13	1-yr change (%)
CTE	Degrees	445	462	475	513	596	16%
	Certificates	432	387	403	481	551	15%
STEM	Degrees	54	73	100	152	272	79%
	Certificates	21	15	20	42	76	81%
SEM	Degrees	48	63	91	140	246	76%
	Certificates	2	2	0	0	2	N/A

Career and Technical Education

Among CTE degree- and certificate-earners, Latinos were the most common ethnicity at ECC (Table 13). The majority of those who earned CTE degrees or certificates were between the ages of 25 and 49 years old (Table 14). More females than males earned CTE degrees, but more males than females earned CTE certificates (Table 15).

Science, Technology, Engineering, and Mathematics

The majority of those who earned STEM degrees at ECC were between 20 and 24 years old, however the majority of STEM certificate-earners at ECC were between 25 and 29 years old. The most common ethnicity for STEM degree- and certificate-earners was Latino. The majority of STEM degrees and certificates were earned by males.

Science, Engineering, and Mathematics

Similar to the characteristics among STEM degree-earners, the majority of SEM degree earners at ECC were between 20 and 24 years old, the most common ethnicity among degree-earners was Latino, and most SEM degree-earners were men.

ECC Compton Center

Compton Center Degrees

Degrees awarded to ECC Compton Center students have steadily increased over the last five years (Appendix, Figure 3). Similar to the trend seen at ECC, A.S. degrees have increased at a higher rate than A.A. degrees, though there continue to be more A.A. than A.S. degrees awarded (Table 4). From 2008-09 to 2012-13, the count of A.A. and A.S. degrees awarded grew by 80% and 83%, respectively. The breakout for A.A.-T degrees is shown in Table 18.

The majority of those who earned a degree from Compton Center were between the ages of 25 and 49 (51%) and female (68%), and the most common ethnicity was Latino (49%). This, and some subsequent information, is not presented in the Appendix given that cell sizes were too low for too many categories.

Over the past year, growth varied across divisions (Table 19). Natural Sciences had the greatest growth, increasing the number of degrees by 200% (from 3 to 9). Humanities had the greatest decline, decreasing the number of degrees by 50% (from 2 to 1). Among divisions with more than 10 degrees awarded, Industry and Technology had the greatest growth over the past year in the number of degrees awarded (100%; from 12 to 24).

TABLE 4. Compton Center Degree Awards by Type

Degree Type	2008-09	2009-10	2010-11	2011-12	2012-13
Associate of Arts (A.A.)	102	99	158	161	184
Associate of Arts - Transfer (A.A.-T)	--	--	--	--	10
Associate of Science (A.S.)	48	58	53	69	88
Total Associate Degrees	150	157	211	230	282

Compton Center Certificates

As depicted in Figure 3, the number of awarded certificates decreased slightly (4%) from the 2011-12 to 2012-13 academic years, with 98 certificates awarded in 2012-13. For the 2012-13 academic year there were more short-term than long-term certificates awarded, 72 and 26, respectively. As can be seen in Table 20, Behavioral and Social Sciences had the greatest increase in certificates awarded over the past year (10%; from 41 to 45). Overall, the number of certificates awarded between 2008-09 and 2012-13 increased by 263%. The majority of certificate earners were between the ages of 25 to 49 (58%), female (64%), and African American (54%).

Compton Center Initiatives

As seen in Table 5, initiative-related award counts have increased over the last five years at Compton Center. From 2011-12 to 2012-13, CTE, STEM, and SEM initiative saw growth with one exception. The number of CTE certificates awarded decreased by 13%. However, CTE certificates at Compton Center increased 78% relative to two years ago, and 230% over the past five years. The growth in STEM and SEM-related fields has been especially high at Compton Center, with one-year growth ranging between 300% and 900%, and five-year growth ranging between 1300% and 1500%. Despite the varied increases among the three initiatives, CTE programs continue to grant the majority of awards.

TABLE 5. Compton Center Degrees and Certificates Awarded by Initiative

Initiative	Award Type	2008-09	2009-10	2010-11	2011-12	2012-13	1-yr change (%)
CTE	Degrees	62	81	88	95	106	12%
	Certificates	27	77	50	102	89	-13%
STEM	Degrees	1	2	2	4	16	300%
	Certificates	0	1	1	1	10	900%
SEM	Degrees	1	2	2	3	14	367%
	Certificates	0	0	0	0	0	N/A

Career and Technical Education

The majority of those who earned CTE degrees or certificates at Compton Center were between the ages of 25 and 49 years old (71% of degrees, and 58% of certificates). Whereas the most common ethnicity of degree-earners was Latino (42%), more than half of all CTE certificate-earners were African Americans (53%). Females earned the majority of both CTE degrees and certificates (73% and 65%, respectively).

Science, Technology, Engineering, and Mathematics

At Compton Center, 63% of STEM degree-earners and 50% of certificate-earners were ages 25 to 49. The most common ethnicity for STEM degree-earners was Latino (75%), however, 80% of Compton Center STEM certificates were awarded to African American students. Similar to ECC, the majority of STEM degrees and certificates were earned by males (88% and 100%, respectively).

Science, Engineering, and Mathematics

Similar to the characteristics among STEM degree-earners, the majority of SEM degree earners were between 25 and 49 years old (57%). The most common ethnicity among degree-earners was Latino (57%). Most SEM degree-earners were men (86%). No SEM certificates were earned at Compton Center.

CONCLUSION

Recent patterns in degrees and certificates awarded provide insight regarding students' interests at the two ECC locations. Overall, degrees and certificates have continued to rise at ECC. Whereas degrees rose at Compton Center, certificates fell slightly. STEM degrees and certificates rose dramatically at both locations, with growth ranging between 79% and 900%. The division of Behavioral and Social Sciences awarded the most degrees at both ECC and Compton Center. The division of Industry and Technology awarded the most certificates at both locations. The growth in enrollment which started in 2007-08 may have influenced an upswing in future award counts as these past cohorts approach the median time to completion. Additionally, the efforts of faculty and staff members through college initiatives have recently expanded, with the intent being to increase graduation and transfer rates, particularly among Latino students. Increasing rates of degrees and certificates may be attributed to previous enrollment patterns and various initiatives' efforts.

APPENDIX A – El Camino College

Figure 2. El Camino College Growth Trends in Degrees and Certificates

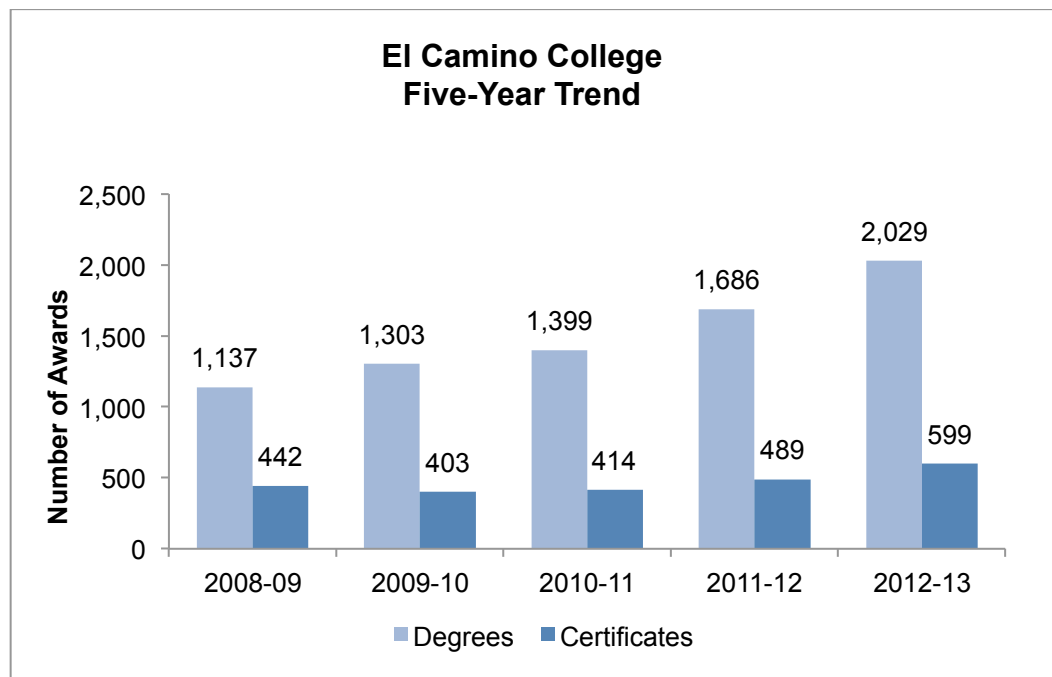


Table 6. ECC Transfer Degrees by Major, 2012-13 Academic Year

Degree Type	2012-13
Associate of Arts Transfer (A.A.-T)	
Communication Studies - T	17
Psychology - T	31
Sociology - T	31
Total Associate Transfer Degrees	79

Table 7. ECC Degrees and Certificates by Age Group, 2012-13 Academic Year

Award Type	Age in years								Total
	Under 20		20 to 24		25 to 49		Over 49		
	n	%	n	%	n	%	n	%	
El Camino College Degrees	79	4%	1,218	60%	689	34%	43	2%	2,029
El Camino College Certificates	12	2%	215	36%	330	55%	42	7%	599

Table 8. ECC Degrees and Certificates by Gender, 2012-13 Academic Year

	Award Type	Males		Females		Total
		n	%	n	%	
El Camino College	Degrees	854	42%	1,175	58%	2,029
	Certificates	316	53%	283	47%	599

Table 9. ECC Degrees and Certificates by Ethnicity, 2012-13 Academic Year

Ethnic Group	El Camino College			
	Degrees		Certificates	
	n	%	n	%
Asian	487	24%	98	16%
African American	204	10%	93	16%
Latinos	777	38%	232	39%
American Indian	8	0%	***	***
Pacific Islander	13	1%	***	***
White	385	19%	134	22%
Two or More	70	3%	11	2%
Unknown	85	4%	27	5%
Total	2,029		599	

Note. To ensure student anonymity, some information was not reported in this table.

Table 10. ECC Degree Types by Ethnicity, 2012-13 Academic Year

Ethnic Group	A.A.		A.A.-T		A.S.		Total Associate Degrees	
	n	%	n	%	n	%	n	%
Asian	240	20%	10	13%	237	32%	487	24%
African American	145	12%	5	6%	54	7%	204	10%
Latinos	485	40%	44	56%	248	34%	777	38%
American Indian	***		***		***		8	0%
Pacific Islander	***		***		***		13	1%
White	233	19%	14	18%	138	19%	385	19%
Two or More	42	3%	***		24	3%	70	3%
Unknown	50	4%	***		33	4%	85	4%
Total	1,210		79		740		2,029	

Note. A.A. = Associate of Arts. A.A.-T = Associate of Arts for Transfer. A.S. = Associate of Science. No Associate of Science - Transfer degrees were awarded in the 2012-13 academic year. To ensure student anonymity, some information was not reported in this table.

Table 11. ECC Degrees Types by Age, 2012-13 Academic Year

Award Type	Age in years							
	Under 20		20 to 24		25 to 49		Over 49	
	n	%	n	%	n	%	n	%
Associate of Arts (A.A.)	48	4%	757	63%	384	32%	21	2%
Associate of Arts - Transfer (A.A.-T)	***		***		***		***	
Associate of Science (A.S.)	29	4%	395	53%	294	40%	22	3%
Total Associate Degrees	79	4%	1,218	60%	689	34%	43	2%

To ensure student anonymity, some information was not reported in this table.

Table 12. ECC Degree Types by Gender, 2012-13 Academic Year

Degree Type	Males		Females		Total
	n	%	n	%	
Associate of Arts (A.A.)	465	38%	745	62%	1,210
Associate of Arts - Transfer (A.A.-T)	21	27%	58	73%	79
Associate of Science (A.S.)	368	50%	372	50%	740
Total Associate Degrees	854	42%	1,175	58%	2,029

Table 13. El Camino College Initiatives by Ethnicity, 2012-13 Academic Year

Ethnic Group	CTE				STEM				SEM			
	Degrees		Certificates		Degrees		Certificates		Degrees		Certificates	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	173	29%	88	16%	73	27%	7	9%	68	28%		
African American	53	9%	88	16%	19	7%	13	17%	17	7%		
Latinos	206	35%	215	39%	101	37%	31	41%	91	37%		
American Indian	**		**									
Pacific Islander	5	1%	**		**		**	1%				
White	111	19%	125	23%	53	19%	16	21%	48	20%	**	
Two or More	12	2%	7	1%	15	6%	**	1%	15	6%		
Unknown	35	6%	24	4%	10	4%	7	9%	7	3%	**	
Total	596		551		272		76		246		2	

To ensure student anonymity, some information was not reported in this table.

Table 14. El Camino College Initiatives by Age, 2012-13 Academic Year

Initiative	Age in years								Total
	Under 20		20 to 24		25 to 49		Over 49		
	n	%	n	%	n	%	n	%	
CTE									
Degrees	12	2%	245	41%	311	52%	28	5%	596
Certificates	8	1%	177	32%	325	59%	41	7%	551
STEM									
Degrees	15	6%	195	72%	58	21%	**		272
Certificates	0	0%	21	28%	41	54%	14	18%	76
SEM									
Degrees	15	6%	189	77%	41	17%	**		246
Certificates			**						2

To ensure student anonymity, some information was not reported in this table.

Table 15. El Camino College Initiatives by Gender, 2012-13 Academic Year

Initiative	Males		Females		Total
	n	%	n	%	
CTE					
Degrees	255	43%	341	57%	596
Certificates	303	55%	248	45%	551
STEM					
Degrees	161	59%	111	41%	272
Certificates	73	96%	3	4%	76
SEM					
Degrees	140	57%	106	43%	246
Certificates	**		**		2

To ensure student anonymity, some information was not reported in this table.

TABLE 16. El Camino College Degrees Awarded by Major

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Behavioral and Social Sciences	Anthropology	5	3	5	3	13	
	Childhood Education	38	24	38	39	40	
	Economics	22	38	25	24	44	
	Ethnic Studies					1	
	History	8	14	7	11	15	
	Liberal Studies	48	53	43	43	20	
	Philosophy	1	2		1	1	
	Political Science	8	2	7	2	8	
	Psychology	19	17	15	17	51	
	Sociology	26	38	34	46	43	
	Transfer Studies	182	86	48	35	3	
Total Behavioral and Social Sciences		175	191	174	221	239	37%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Business	Accounting	16	11	9	12	14	
	Business Administration	101	121	134	137	158	
	Business Management	12	20	19	22	21	
	Computer Information Systems	8	7	13	10	14	
	Marketing	6	6	3	7	9	
	Office Administration	4	2	3	11	2	
	Paralegal Studies	6	12	15	15	21	
	Real Estate	5	4	2	1	6	
Total Business		158	183	198	215	245	55%
Fine Arts	Art (Various Majors)	30	37	26	22	37	
	Communication Studies	7	8	5	9	22	
	Dance	3	2	2	1	2	
	Film/Video	9	8	8	13	11	
	Music		6	6	9	6	
	Photography	1	8	7	8	4	
	Theatre	4	4	2	3	3	
Total Fine Arts		54	73	56	65	85	57%
Health Sciences and Athletics	Nursing	116	107	59	63	89	
	Physical Education	3	1	1	2	5	
	Pre-Nursing					16	
	Radiologic Tech	15	15	9	15	18	
	Recreation	1			1		
	Respiratory Care	15	21	19	16	16	
	Sign Language/Interpreter Tng.	13	9	13	13	7	
Total Health Sciences and Athletics		163	153	101	110	151	-7%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Humanities	English	17	22	24	35	45	
	French	2	4	2	5	6	
	Japanese	3	5		7	10	
	Journalism	2		5	2	3	
	Spanish	5	2	6	7	11	
Total Humanities		29	33	37	56	75	159%
General Studies (Behavioral and Social Sciences)	General Studies	229	188	77	58	28	
	Arts and Humanities		91	154	218	252	
	Biological and Physical Sciences		23	74	145	133	
	Communication Studies		11	17	2	7	
	Culture and Communication			14	30	52	
	Fine and Applied Arts		7	14	21	21	
	Kinesiology and Wellness			2	13	22	
	Social and Behavioral Sciences		95	194	244	331	
Total General Studies		229	415	546	731	846	269%
Industry and Technology	Administration of Justice	23	22	34	32	36	
	Air Conditioning & Refrig.	3	9	4	15	4	
	Architecture	11	4	22	16	13	
	Auto. Collision Repair/Paint.	2		2	5	2	
	Automotive Technology	4	8	8	6	6	
	Computer Aided Design/Drafting		5	2	6	3	
	Construction Technology	8	4	7	1	3	
	Cosmetology	1	6	1	2	4	
	Elect/Comp Hardware Tech	3	4	5	1	12	
	Fashion	6	4	4	2	11	
	Fire & Emergency Technology	24	22	26	38	32	
	Industrial Technology		1	1		2	
	Machine Tool Technology	3	1	1	4	3	
	Manufacturing Technology			1	1	5	
Welding	2	4	2		4		
Total Industry and Technology		90	94	120	129	140	56%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Mathematics	Computer Science	1	1	5	2	7	
	Mathematics	12	9	31	38	66	
	Pre-Engineering	11	11	12	22	29	
Total Mathematics		24	21	48	62	102	325%
Natural Sciences	Biology	6	8	13	12	18	
	Chemistry	5	4	4	13	21	
	Environmental Horticulture	1	3				
	General Science	7	20	20	28	47	
	Geography		1		1	1	
	Physical Science	3	1	3	10	35	
	Physics	2	5	3	14	23	
	Pre-Dentistry or Medicine	9	12	28	19	1	
Total Natural Sciences		33	54	71	97	146	342%
All Degrees Awarded		955	1,217	1,351	1,686	2,029	

Source: CCC Chancellor's Office and ECC Admissions & Records

TABLE 17. El Camino College Certificates Awarded by Major

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Behavioral and Social Sciences	Childhood Education	2	34	78	99	88	
	Transfer Studies					44	
Total Behavioral and Social Sciences		2	34	78	99	132	6,500%
Business	Accounting	11	12	13	16	11	
	Business Management	8	9	11	8	19	
	Computer Information Systems	2	1	2			
	Marketing	8	10	7	10	15	
	Office Administration	8	8	5	7	1	
	Paralegal Studies	7	15	25	27	26	
	Real Estate	3	3	2	1	5	
Total Business		47	58	65	69	77	64%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Fine Arts	Art (Various Majors)		1	2	2	4	
	Digital Arts	8	5	6	2		
	Film/Video	5	5	5	3	6	
	Music					1	
	Photography		1	3	4		
Total Fine Arts		13	12	16	11	11	-15%
Health Sciences and Athletics	Radiologic Tech	18	15	11	9	8	
	Respiratory Care	15	20	19	16	16	
	Sign Language/Interpreter Tng.	14	15	16	14	8	
Total Health Sciences and Athletics		47	50	46	39	32	-32%
Humanities	Journalism			4	2	1	
Total Humanities		0	0	4	2	1	N/A
Industry and Technology	Administration of Justice	13	9	19	10	13	
	Air Conditioning & Refrig.	59	41	52	54	50	
	Architecture	5	2	15	13	10	
	Auto. Collision Repair/Paint.	3	6	13	11	8	
	Automotive Technology	26	15	14	27	58	
	Computer Aided Design/Drafting	1	3	4	5	2	
	Construction Technology					3	
	Cabinet & Fine Woodworking		1				
	Construction Technology	5	6	4	8		
	Cosmetology	45	50	28	49	43	
	Elect/ Comp Hardware Tech	10	1	10	3	8	
	Fashion	6	1	2	2	18	
	Fire & Emergency Technology	39	26	5	27	9	
	Fire & Emergency Tech.-P Tech	104	67	28	24	83	
	Machine Tool Technology	7	3	6	30	13	
	Manufacturing Technology				2	22	
Welding	7	10	5	2	1		
Total Industry and Technology		330	241	205	267	341	3%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Mathematics	Computer Science	2	2			2	
<i>Total Mathematics</i>		2	2	0	0	2	0%
Nat. Sciences	Environmental Horticulture	1	6		2	3	
<i>Total Natural Sciences</i>		1	6	0	2	3	200%
All Certificates Awarded		442	403	414	489	599	36%

APPENDIX B – El Camino College Compton Center

Figure 3. Compton Center Growth Trends in Degrees and Certificates

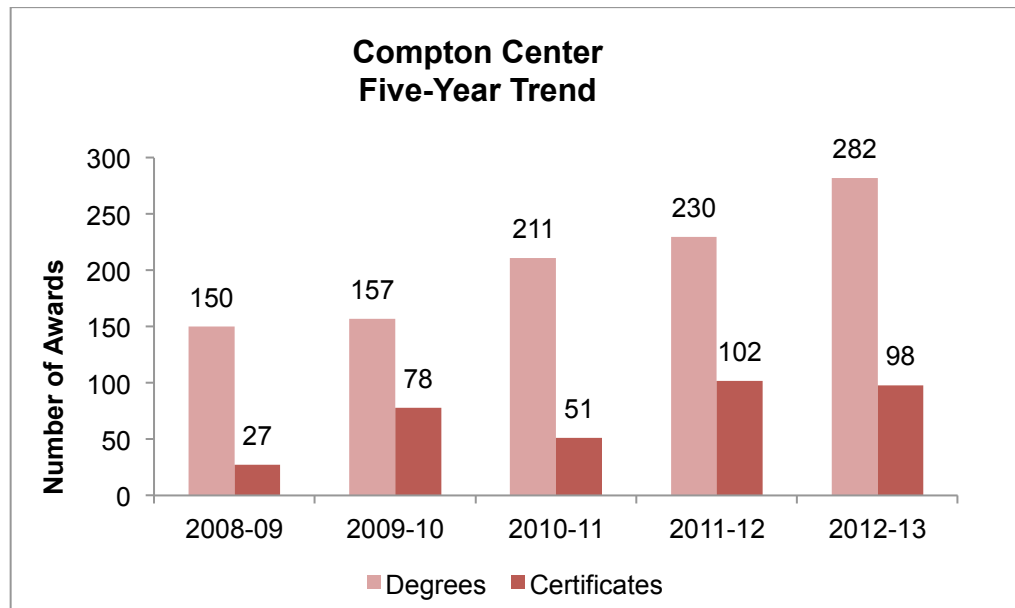


Table 18. Compton Center Transfer Degrees by Major, 2012-13 Academic Year

Degree Type	2012-13
Associate of Arts Transfer (A.A.-T)	
Psychology - T	3
Sociology - T	7
Total Associate Transfer Degrees	10

TABLE 19. Compton Center Degrees Awarded by Major

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Behavioral and Social Sciences	Anthropology		1				
	Childhood Education	15	23	29	19	14	
	History	1		1		1	
	Liberal Studies	4	4	6	7	6	
	Political Science		1	3		1	
	Psychology		2	1	4	4	
	Sociology	1	1	10	15	10	
	Transfer Studies	7	1	6	2	1	
Total Behavioral and Social Sciences		28	33	56	47	37	32%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Business	Accounting					1	
	Business Administration					17	
	Business Management	5	5	14	12	3	
	Computer Information Systems			1	1	1	
	Marketing				2		
	Office Administration				1		
	Real Estate	3		1	2	1	
Total Business		8	5	16	18	23	188%
Fine Arts	Art (Various Majors)					2	
	Dance			1	1		
	Film/Video	1			1		
	Speech Communication	1					
Total Fine Arts		2	0	1	2	2	0%
	Nursing	34	47	30	45	45	
	Physical Education			1	1		
	Pre-Nursing					1	
	Respiratory Care		1				
	Sign Language/Interpreter Tng.			1		1	
Total Health Sciences and Athletics		34	48	32	46	47	38%
Humanities	English				1		
	Spanish		1		1	1	
Total Humanities		0	1	0	2	1	N/A
General Studies (Behavioral and Social Sciences)	General Studies	73	43	33	17	10	
	Arts and Humanities		12	28	44	55	
	Biological and Physical Sciences			8	9	13	
	Communication Studies					1	
	Culture and Communication					1	
	Fine and Applied Arts					2	
	Kinesiology and Wellness					2	
	Social and Behavioral Sciences		8	23	30	52	
Total General Studies		73	63	92	100	136	86%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Industry and Technology	Administration of Justice	1	3	6	7	16	
	Air Conditioning & Refrig.				1	1	
	Auto. Collision Repair/Paint.			1			
	Automotive Technology			1	1		
	Cosmetology			1			
	Fire & Emergency Tech.-P Tech		1	2			
	Fire & Emergency Technology					3	
	Machine Tool Technology				1	1	
	Pre-Engineering					2	
	Welding	3	1	1	2	1	
Total Industry and Technology		4	5	12	12	24	500%
Mathematics	Mathematics					3	
Total Mathematics		0	0	0	0	3	N/A
Natural Sciences	Biology					1	
	Chemistry	1				2	
	General Science			1	1	1	
	Physical Science					3	
	Physics					2	
	Pre-Dentistry or Medicine		2	1	2		
Total Natural Sciences		1	2	2	3	9	800%
All Degrees Awarded		150	157	211	230	282	

TABLE 20. Compton Center Certificates Awarded by Major

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Behavioral and Social Sciences	Childhood Education	15	53	24	41	40	
	Transfer Studies					5	
Total Behavioral and Social Sciences		15	53	24	41	45	200%

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
Business	Accounting		1			3	
	Business Administration		1				
	Business Management	1			4		
	Computer Information Systems	1					
	Marketing	1	1	1	2		
	Office Administration	2	5		1		
	Real Estate	1	1		2	1	
Total Business		6	9	1	9	4	-33%
	Film/Video					2	
	Music		1	1		4	
Total Fine Arts		0	1	1	0	6	N/A
Health Sciences and Athletics	Respiratory Care		1				
	Sign Language/Interpreter Tng.		1			1	
Total Health Sciences and Athletics		0	2	0	0	1	N/A
Industry and Technology	Administration of Justice			4	5	7	
	Air Conditioning & Refrig.			12	1	10	
	Architecture		1			1	
	Auto. Collision Repair/Paint.			1	1	2	
	Automotive Technology	3	2	5	7	14	
	Computer Aided Design/Drafting			1			
	Cosmetology	1			31	3	
	Fire & Emergency Technology				1		
	Machine Tool Technology		1		1		
	Welding	2	9	2	5	5	
Total Industry and Technology		6	13	25	52	42	600%
All Certificates Awarded		27	78	51	102	98	263%

Academic Senate Resolution of Congratulation

Cynthia Mosqueda

Whereas, Cynthia Mosqueda was named a recipient of the Outstanding First-Year Student Advocate Award for her work in helping first- year students transition into college life (one of 10 recipients nationwide); and

Whereas, she has also served as Faculty Coordinator of the acclaimed First Year Experience program; and

Whereas, she is currently serving her second term as board member for the Faculty Association of California Community Colleges; and

Whereas, she serves on the Basic Skills Advisory Group that aims to support and promote the success of basic skills students at El Camino College; and

Whereas, she serves on the El Camino College Foundation Board as Faculty Representative; and

Whereas, her attention to detail, clear vision, and fair judgment dooms her to serve on Accreditation committee sub-sections and therefore benefits the entire campus community; and

Whereas, Cynthia Mosqueda still finds time and energy to devote to Karaoke and cooking up a mean macaroni and cheese;

Resolved, that the Academic Senate express its sincere congratulations to Cynthia Mosqueda in honor of her nationally recognized achievements, and celebrate her student advocacy and general faculty leadership.

Christina Gold
Academic Senate President

June 2014

Academic Senate Resolution of Congratulation

Michael Odanaka

Whereas, Michael Odanaka was named a recipient of the Full-Time Faculty Member of the Year Award (one of 4 recipients in California) given annually by the Faculty Association of California Community Colleges (FACCC); and

Whereas, Michael Odanaka has served as the Academic Senate President at the El Camino College Compton Education Center, working to ensure faculty there are represented, appreciated and acknowledged; and

Whereas, he has serves as the VP Compton Education Center representative on the ECC Academic Senate, accurately reporting on events and issues at the CEC, and

Whereas, he has served as the Chair for the Compton Education Center Faculty Council; and

Whereas, he has served as counselor for the Extended Opportunity Programs and Services (EOPS) since 1987; and

Whereas, In 2010, he co-chaired the California Nissei Diploma Project, a statewide effort to locate, and bestow honorary degrees to Japanese American students whose studies were interrupted when they were sent to internment camps during World War II; and

Whereas, Michael Odanaka has never lost his cool and managed to display a sense of humor throughout;

Resolved, that the Academic Senate express its sincere congratulations to Michael Odanaka in honor of his recognized achievements, and celebrate his student advocacy and general faculty leadership.

Christina Gold
Academic Senate President

June 2014

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 21, 2014

Present: Francisco Arce, Linda Beam, Julio Farias, Ann Garten, Jo Ann Higdon, Jeanie Nishime, Susan Pickens, Luukia Smith, Claudia Striepe.

1. BP 3570 (Smoke and Tobacco Free Campus)

Jo Ann will draft a correspondence to include with the distribution of these documents. This will be reviewed next week.

2. Board Agenda Review

- a. The Board meeting has been moved to the Bookstore Building, East Dining Room. It is expected that faculty and staff will be in attendance.
- b. Corrections to page 66 (numbers 15, 16, 17) will be made during the Board meeting.
- c. The Supplemental Board materials relating to the State Apportionment Revenue Estimate were discussed. These materials provide a historical perspective of our budget.

Agenda – April 28, 2014:

1. Minutes
2. BP 3570 (Smoke and Tobacco Free Campus) – Correspondence
3. BP/AP 4021 (Program Discontinuance)

College Council 2013-14 Goals:

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



EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: April 10, 2014

Present: M. Abbani, F. Arce, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, C. Jeffries, S. Kunisaki, C. Mosqueda, J. Nishime, D. Reid, J. Shankweiler, J. Sims, R. Smith

Other Guests: Margaret Ramey, Cheryl Shenefield

The meeting began at 1:08 p.m.

I. INFORMATION

A. Notes of March 13, 2014: Distributed and reviewed.

II. DISCUSSION/ACTION

A. SSSP Plan Progress – J. Nishime

1. Core Services: Orientation, Assessment and Placement, and Appeals Policies
 - a. A draft was created. The committee will review before submission.
2. Core Services: Counseling, Advising, and Other Educational Planning Services
 - a. The Counseling Division has held focus groups to discuss this section. A draft was created and a follow-up meeting is scheduled for 4/14/14. The draft will be sent to faculty members for feedback.
3. Core Services: Follow-Up for At-Risk Students
 - a. It was determined that the target groups for “at-risk students” are new, continuing, undeclared, basic skills and probationary students. Targeted services should be developed for each of these categories. The committee is currently working on a draft which will be sent to the Counseling Division for review and feedback.
 - b. A recommendation was suggested that students should be required to enter their major during registration for each term. This would provide the most accurate data and help the College avoid reaching out to students presumed undeclared.
4. Related Direct Program Services: Instructional Research
 - a. Once all other sections of the SSSP Plan are in place, Institutional Research will develop the types of research the College will provide related to the evaluation of SSSP services.
5. Related Direct Program Services: Technology
 - a. Each group should identify how technology will be used to deliver the services suggested.
6. Policies & Professional Development: Professional Development
 - a. The committee will propose the following items on the SSSP Plan for Professional Development:
 - i. The theme of fall flex will be the six student success factors.
 - ii. The College will ask faculty to spread awareness regarding the six success factors to all of their students.
 - iii. Faculty will be provided with a comprehensive listing of academic and support services to refer to students. On flex day, all faculty members will receive a brochure along with a link to an information webpage of each of these services.
 - iv. The implementation of a Student Success app for cell phone users.
 - v. Each month will be a designated theme (i.e. March Madness, Career Awareness Month). The College can hang banners throughout campus for each theme.

7. Send each completed section to Marta Maaza for dissemination.

B. Exemption Criteria– J. Nishime

1. The exemption criteria are only for placement exemptions.
2. Coursework successfully taken in math and English at an accredited institution meet exemption requirements.
3. Most programs, including Counseling and Admissions and Records can enter student exemptions through Datatel. ITS will schedule a training session on how to do this.
4. B. Mulrooney and W. Garcia will attend a conference in which CCCApply will be discussed. They will be able to provide more information regarding applications.
5. The registration link on the Admissions webpage shows the tiered registration system.
6. If new students have not met the core requirements, they will not receive priority enrollment.

III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on April 24, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 2:02 p.m.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 11, 2014**

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

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

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

Guests: E. Geraghty, D. Hayden, T. Muckey

CALL TO ORDER

Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:32 p.m.

VICE PRESIDENT'S REPORT

F. Arce was not available to attend the meeting.

APPROVAL OF MINUTES

The minutes from the February 25th meeting were tabled until approval is confirmed.

CURRICULUM REVIEW – Full Course Review Proposals

Fine Arts Division:

- The committee reviewed course proposals for Music 103A, Music 103B, and Music 203.
- The committee questioned whether subtopics are required in the Outline of Subject Matter. Q. Chapman recommends subtopics since best practices generally use major topics and subtopics, as well as course outline of record guidelines from the Academic Senate for Community Colleges (ASCCC). L. Suekawa reiterated the implications for course articulation with universities.
- Chair Lipe called a motion to approve the proposals, including the proposed conditions of enrollment changes for Music 103A. W. Brownlee, moved, D. Pahl seconded, and the motion passed unanimously.

Humanities Division:

- The committee reviewed Spanish 52A. The proposal was accepted as presented.
- Chair Lipe called a motion to approve the proposal, including the proposed conditions of enrollment changes. L. Houske moved, V. Nemie seconded, and the motion passed unanimously.

CURRICULUM REVIEW – Standard Review/Consent Agenda Proposals**Fine Arts Division:**

- The committee tabled Music 105 for further changes.
- Music 555 (Community Choir for the Older Adult) is a noncredit/zero unit course that does not involve student fees, but instructors are paid at 50 percent. Q. Chapman will email the standards and criteria for noncredit curriculum per request.

Business Division:

- Chair Lipe reviewed committee comments for Computer Information Systems 11 and determined that standard review was appropriate. The essential course content remains the same and the revision to the catalog description did not warrant a full committee review. D. Pahl, CCC Division Representative, confirms the catalog description is more concise.

A motion was called to approve seven of the eight standard review proposals and all recommendations made by the committee. V. Nemie moved, W. Brownlee seconded, and the motion passed unanimously.

Full Review Proposals

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

1. Music 103A (MUSI 103A)
2. Music 103B (MUSI 103B)
3. Music 203 (MUSI 203)
4. Spanish 52A (SPAN 52A)

Standard Review/Consent Agenda Proposals

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

1. Computer Information Systems 11 (CIS 11)
2. Computer Science 3 (CSCI 3)
3. English 30 (ENGL 30)
4. French 21 (FREN 21)
5. Japanese 1 (JAPA 1)
6. Music 147A (MUSI 147A)
7. Music 555 (MUSI 555)

CHAIR'S REPORT

The committee was briefed on the overall duties of the College Curriculum Committee. In addition, Chair Lipe appointed W. Brownlee and L. Houske to serve on the CCC Chair Election Committee. The names of nominees are due by twelfth week of the spring semester. The Standard Technical Review Committee must review the next round of proposals by March 27th.

ADVISORY REPORT

Q. Chapman will try to enhance the CurricUNET "Help" option over the summer.

ADJOURNMENT

Chair Lipe called a motion to adjourn the meeting. D. Pahl moved, T. Bui seconded, and the motion carried. The meeting adjourned at 3:25 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
March 11, 2014
Approved Curriculum Changes for 2015-2016**

BUSINESS

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGE IN CATALOG DESCRIPTION

1. Computer Information Systems 11 – Help Desk Operations
Current Status/Proposed Changes

~~This course focuses on practical applications related to the process current, recognized, best practices in the field of help desk and end-user support in targeting the field of Information Technology in a variety of organizational settings. Topics include the end-user support function in roles within an organization, techniques to resolve various help desk issues, and strategies to provide ongoing technical support to strategies in dealing with end-users. Emphasis will be placed on problem solving with users, technical support documentation, and problem identification/resolution. Course emphasis is placed on using software tools to understand and implement service desk processes such as user support process flow, incident management, needs analysis, troubleshooting, and interaction with users support documentation.~~

Recommendation

This course focuses on current, recognized, best practices in the field of help desk and end-user support targeting the field of Information Technology. Topics include end-user support roles within an organization, strategies in dealing with end-users, technical support documentation, and problem identification/resolution. Course emphasis is placed on using software tools to understand and implement service desk processes such as user support process flow, incident management, needs analysis, troubleshooting, and support documentation.

FINE ARTS

COURSE REVIEW

1. Music 555 – Community Choir for the Older Adult

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

1. Music 103A – Theory and Musicianship I

Current Status/Proposed Changes

Prerequisite: Music 101 with a minimum grade of C or equivalent

Recommended Preparation: Music 102A and Music 131A or equivalent and ~~eligibility for English 1A~~ 84 or English as a Second Language ~~52C~~ 52B

Recommendation

Prerequisite: Music 101 with a minimum grade of C or equivalent

Recommended Preparation: Music 102A and Music 131A or equivalent and English 84 or English as a Second Language 52B

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Music 147A – Beginning Guitar

Current Status/Proposed Changes

~~This course introduces techniques for playing the guitar including~~ will focus on fundamental aspects of holding, tuning, and fingering. Emphasis will be placed on learning music notation, basic performance techniques for pickstyle guitar. Students will be introduced to the fundamentals of music, and the playing of simple melodies, chords, and accompaniment patterns. Students will explore a variety of styles ranging from Classical to more contemporary Rock/Pop including reading notation and basic music theory. Students will examine melodies, strumming patterns, and chord playing through the use of both traditional and contemporary popular music repertoire.

Recommendation

This course will focus on fundamental aspects of holding, tuning, and basic performance techniques for pickstyle guitar. Students will be introduced to the fundamentals of music including reading notation and basic music theory. Students will examine melodies, strumming patterns, and chord playing through the use of both traditional and contemporary popular music repertoire.

2. Music 103B – Theory and Musicianship II
Current Status/Proposed Changes

This course is a continuation of Music ~~3A~~ 103A and expands the study of tonal music by enlarging the harmonic vocabulary to include diatonic seventh chords and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing and dictation will accompany written work.

Recommendation

This course is a continuation of Music 103A and expands the study of tonal music by enlarging the harmonic vocabulary to include diatonic seventh chords and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing and dictation will accompany written work.

3. Music 203 – Theory and Musicianship III
Current Status/Proposed Changes

This course is a continuation of Music ~~3B~~-103B and expands the study of tonal music by enlarging the harmonic vocabulary to include the remaining chromatic chords. Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing and dictation will accompany written work.

Recommendation

This course is a continuation of Music 103B and expands the study of tonal music by enlarging the harmonic vocabulary to include the remaining chromatic chords. Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing and dictation will accompany written work.

HUMANITIES

COURSE REVIEW

1. English 30 – The English Bible as Literature
2. French 21 – Beginning Conversational French

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Japanese 1 – Elementary Japanese I
Current Status/Proposed Changes

This course, taught within the context of Japanese culture, introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing of modern Japanese. Students also are introduced to the cultural background of the language. ~~Technological support includes computer programs, DVDs, CDs, Internet access to online materials and tutorial services.~~

Note: This course is comparable to two years of high school Japanese.

Recommendation

This course, taught within the context of Japanese culture, introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing of modern Japanese. Students also are introduced to the cultural background of the language.

Note: This course is comparable to two years of high school Japanese.

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

1. Spanish 52A – Spanish for Native Speakers I
Current Status/Proposed Changes
~~Recommended Preparation: native speaking knowledge of Spanish~~

Prerequisite: Spanish 2 with a minimum grade of C or equivalent

Recommendation

Prerequisite: Spanish 2 with a minimum grade of C or equivalent

MATHEMATICAL SCIENCES**COURSE REVIEW**

1. Computer Science 3 – Computer Programming with Java

Prerequisite and Corequisite Changes for 2014-2015

NO	COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
1	ACR-6	Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C in prerequisite or equivalent	Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C
2	ARCH-179 (formerly 180abcd)	Architecture 150A or Construction Technology 100 or 110 with a minimum grade of C in prerequisite or equivalent	Architecture 150A with a minimum grade of C in prerequisite or equivalent
3	ART-132 (formerly 39ab)	None	Art 131 or Art 141 with a minimum grade of C in prerequisite
4	ART-133 (formerly 43abcd)	None	Art 131 or Art 141 with a minimum grade of C in prerequisite or equivalent
5	ART-143 (formerly 143abcd)	Art 141 with a minimum grade of C or equivalent experience	Art 131 or Art 141 with a minimum grade of C or equivalent experience
6	ART-145 (formerly 145abcd)	Art 141 with a minimum grade of C or equivalent experience	Art 141 with a minimum grade of C
7	ART-146 (formerly 146abcd)	Art 141 with a minimum grade of C or equivalent experience	Art 141 with a minimum grade of C
8	ART-152 (formerly 52abcd)	Art 110 with a minimum grade of C or equivalent	Art 110 with a minimum grade of C
9	ART-233	New Course	Art 133 with a minimum grade of C
10	BTEC-2	Reactivation	Biotechnology 1 with a minimum grade of C

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
11 CIS-13	None	eligibility for English 84 and Business 15 or Mathematics 23 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
12 CIS -16	Computer Information Systems 13 and Computer Information Systems 26 or 28 with a minimum grade of C in prerequisite or equivalent experience	Computer Information Systems 13 with a minimum grade of C or equivalent experience
13 CIS-142	Computer Information Systems 141 with a minimum grade of C or equivalent (Successful completion of Cisco CCNA "semesters" 1 and 2 is an equivalent)	Computer Information Systems 141 with a minimum grade of C or equivalent
14 CIS-143	Computer Information Systems 142 with a minimum grade of C or equivalent (Successful completion of Cisco CCNA "semesters" 1, 2, and 3 is an equivalent)	Computer Information Systems 142 with a minimum grade of C or equivalent
15 CSCI-1	Mathematics 170 with a minimum grade of C	Mathematics 170 with a minimum grade of C or equivalent skill
16 DANC-171A (formerly 171)	Dance 110 and 170 with a minimum grade of C Dance 170 may be taken concurrently with Dance 171.	Dance 110 and Dance 170 with a minimum grade of C Dance 170 may be taken concurrently with Dance 171A.
17 DANC-171B	New Course	Dance 171A with a minimum grade of C
18 DANC-183abcd (formerly 83abcd)	Corequisite: enrollment in any of the following technique classes: Dance 110, 120A, 130A, 140, 161, 165, 168, 220A, 221, 230A, 240, 261, 262, 265, 268	Corequisite: Enrollment in one of the following courses: Dance 110, 120A, 130A, 140, 161, 165, 168, 220A, 221, 230A, 240, 261, 262, 265, 268

68 of 81

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
19 DANC-220B	New Course	Dance 220A with a minimum grade of C or Pass
20 DANC-230A (formerly 43abcd)	Dance 130A with a minimum grade of C or equivalent	Dance 130B with a minimum grade of C or Pass or equivalent
21 DANC-271A (formerly 271)	Dance 171 with a minimum grade of C or equivalent	Dance 171B with a minimum grade of C or equivalent
22 DANC-271B	New Course	Dance 271A with a minimum grade of C
23 ECHT-142 (formerly 142ab)	Electronics and Computer Hardware Technology 140ab with a minimum grade of C	Electronics and Computer Hardware Technology 140 with a minimum grade of C
24 ECHT-144 (formerly 144ab)	Electronics and Computer Hardware Technology 140ab with a minimum grade of C	Electronics and Computer Hardware Technology 140 with a minimum grade of C
25 ECHT-191 (formerly 191ab)	Electronics and Computer Hardware Technology 11 or 130 with a minimum grade of C or equivalent electronics background	Electronics and Computer Hardware Technology 11 or 130 or Engineering Technology 14 or Manufacturing Technology 70 with a minimum grade of C
26 ENGL-1A	credit in English A or English AX with a minimum grade of C and credit in English 84 or credit in English 7 or English as a Second Language 52B with a minimum grade of C or qualification by testing (English or ESL Placement Test) and assessment	credit in English A and credit in English 84 or ESL 53C with a minimum grade of C and ESL 52B with a minimum grade of C or qualification by testing (English or ESL Placement Test) and assessment
27 ENGL-32	Reactivation	English 25A with a minimum grade of C or Pass

27 of 81

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014	70
28 ENGL-35	None	eligibility for English 1A	
29 ENGL-36	None	eligibility for English 1A	
30 ENGL-40A	None	eligibility for English 1A	
31 ENGL-40B	None	eligibility for English 1A	
32 ENGL-50RWA	New Course	credit in English B and credit in English 82 or qualification by testing (English Placement Test) and assessment	
33 FASH-15	Art 110 with a minimum grade of C or equivalent	None	
34 FASH-29	Fashion 3 with a minimum grade of C or equivalent	Fashion 26A with a minimum grade of C or equivalent	
35 FREN-6	French 4 with a minimum grade of C or equivalent	French 5 with a minimum grade of C or equivalent	
36 MATH-23	Mathematics 10B or 12 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 12 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment	

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
37 MATH-25	Mathematics 10B or 12 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 12 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment
38 MATH-60	Mathematics 40 or 43 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 40 or 43 with a minimum grade of C in prerequisite or credit in Mathematics 37 or qualification by testing (El Camino College Mathematics Placement Test) and assessment
39 MATH-110	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
40 MATH-111	Mathematics 60 with a minimum grade of C or equivalent and Mathematics 73 or 80 with a minimum grade of C in prerequisite or equivalent	Mathematics 60 with a minimum grade of C or equivalent and Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or equivalent
41 MATH-115	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
42 MATH-120	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
43 MATH-130	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
44 MATH-140	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
45 MATH-150	Mathematics 73 or 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment	Mathematics 67 or Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment
46 MUSI-147B	New Course	Music 147A with a minimum grade of C or equivalent
47 PHYO-31	Anatomy 30 or 32 and Chemistry 20 or 21A or 4 with a minimum grade of C in prerequisite	Anatomy 32 and Chemistry 20 or Chemistry 21A or Chemistry 4 with a minimum grade of C in prerequisite
48 PSYC-9A	Psychology 5 or Sociology 101 and Mathematics 80 with a minimum grade of C in prerequisite	Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite
49 PSYC-9B	Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite	Mathematics 150 or Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite
50 RTEC-217	Radiologic Technology 108 with a minimum grade of C Corequisite: enrollment in Radiologic Technology 233 and 244	Radiologic Technology 104 and Radiologic Technology 109 with a minimum grade of C Corequisite: Radiologic Technology 233 and Radiologic Technology 244
51 RTEC-328	Radiologic Technology 219 with a minimum grade of C	Radiologic Technology 220 with a minimum grade of C
52 SLAN-112 (formerly 16)	Sign Language/Interpreter Training 15 with a minimum grade of C	Sign Language/Interpreter Training 111 with a minimum grade of C

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE	CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
53 SLAN-113 (formerly 17A)	Sign Language/Interpreter Training 16 with a minimum grade of C	Sign Language/Interpreter Training 112 with a minimum grade of C
54 SLAN-114 (formerly 17B)	Sign Language/Interpreter Training 17A with a minimum grade of C or equivalent	Sign Language/Interpreter Training 113 with a minimum grade of C
55 SLAN-115	New Course	Sign Language/Interpreter Training 114 with a minimum grade of C
56 SLAN-200	New Course	Sign Language/Interpreter Training 114 with a minimum grade of C
57 SLAN-211	New Course	Sign Language/Interpreter Training 115 and 200 with a minimum grade of C in prerequisite
58 SLAN-210	New Course	Sign Language/Interpreter Training 115 and 200 with a minimum grade of C in prerequisite
59 SLAN-220	New Course	Sign Language/Interpreter Training 210 with a minimum grade of C
60 SLAN-221	New Course	Sign Language/Interpreter Training 211 with a minimum grade of C
61 SLAN-230	New Course	Sign Language/Interpreter Training 220 and 221 with a minimum grade of C in prerequisite
62 SLAN-240 (formerly 20)	Sign Language/Interpreter Training 18B with a minimum grade of C	Sign Language/Interpreter Training 220 and 221 with a minimum grade of C in prerequisite

Prerequisite and Corequisite Changes for 2014-2015

NO COURSE		CURRENT PREREQUISITE/COREQUISITE (PRIOR TO FALL 2014)	NEW PREREQUISITE/COREQUISITE EFF FALL 2014
63	SOCL-109	Sociology 101 or Psychology 5 and Mathematics 80 with a minimum grade of C in prerequisite	Sociology 101 or Psychology 5 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite
64	SPAN-6	Spanish 4 with a minimum grade of C or equivalent	Spanish 5 with a minimum grade of C or equivalent
65	WELD-10C	New Course	Welding 10B with a minimum grade of C or equivalent
66	WELD-40C	New Course	Welding 40B with a minimum grade of C or equivalent

Faculty Development Committee Minutes
April 22, 2014

Committee Members

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences/Compton Center
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio** (present)	(KDD)	Behavioral & Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno (present)	(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 28th, February 11th & 25th, March 25th, April 8th & 22nd.

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**Ongoing projects**

- **Fall Flex Day Planning – Update:** Clarification was provided on some questions that arose at the previous meeting.
 - Because of the time and reporting requirements for flex, the lunch break will need to remain as originally scheduled, with a one-hour lunch break. Donna will request four food lines to minimize wait times.
 - The invite to submit proposals will be distributed at the Compton Center and all Compton faculty. As always, Compton faculty will be invited to all flex day activities.
 - Frequently offered workshops can be offered again in the fall, provided they have a connection to the Six Student Success Factors.
- (CS), (DM), and (KDD) met with Sara Blake (English) to discuss ideas for fall flex. The resulting proposal includes:
 - A brief general session entitled “What Your Students Need to Know About the Student Success Initiative.” Dean William Garcia was suggested to update faculty regarding recent changes and to enlist their help emphasizing the importance of the changes to their students. (RC) suggested a summary be provided in a handout and the team agreed that it could be useful to also ask faculty to post the handout in their classrooms.
 - One of two breakout sessions will be devoted to a discussion of the Six Student Success Factors. In groups of 30, faculty will discuss one of the six factors

including current efforts and proposed improvements. Faculty will be asked to commit to implementing at least one change during the semester and report on their progress.

- The second breakout session will incorporate workshops related to the Six Student Success Factors. (FB) suggested inviting Breanna Von Stein to discuss Student Development, including the Social Justice Center, (RC) suggested reprising the Student Success Showcase presentations, and (DM) suggested asking Janet Schaeffer to talk about resources for students in distress.
- Spring 2014 FIPP faculty have been recruited to help facilitate the discussion sessions and to provide workshops. In addition, the FDC team assist with facilitation and traffic flow. (Hall passes will be provided.)
- **Academic Rank – Update:** (DM) and (KDD) met with Human Resources staff to clarify the process for updating academic rank information in the catalog. It was recommended that the current practice of requiring at least one year’s experience as Associate Professor before promotion to Professor be continued. After updates are made to the catalog in spring, promotions will be recognized at Academic Senate meetings in fall.
 - After a review of practices at other colleges, the team agreed to add a second level for adjunct faculty. After 10 semesters, adjuncts will not only be included in the catalog but will also be promoted to Adjunct Assistant Professor.
 - Next steps include presenting the proposed changes at one of the first Senate meetings in fall 2014. FDC members will be invited to attend to answer questions and lobby for passage of the changes.
 - The committee strongly recommended that annual contract letters include academic rank rather than using generic contract language of “instructor” for all faculty. They noted that the technology exists to automate the process so letters more accurately reflect faculty rank.

OTHER

- **Student Success Advisory Committee:** The team discussed proposed plans for 2014-2015 professional development related to student success. Ideas from the FDC have been incorporated into the plan, including continuing student success-related events after fall and spring flex and providing printed information about student support resources at fall flex day. Current materials regarding SSTARS (Student Success Transfer and Retention Services) needs to be centralized. (DB) suggested working collaboratively with campus resources to develop a comprehensive list in time for fall flex. (DM) noted that the Professional Development office begins developing fall flex packets the first week in August.
- **Campus Morale:** Results of the campus climate were discussed which show an eroding sense of campus morale. In discussing questions that arose at the April 21st Board of Trustees meeting, the team discussed the need for more mechanisms to recognize faculty efforts. Current efforts include: Faculty and Staff Appreciation Luncheon, Distinguished Faculty Awards, letters with comments from graduating students regarding faculty who “made a difference,” Applause cards. (FB) recalled how effective Dr. Nadine Hata was in expressing value and appreciation for faculty work, including monthly breakfasts, ice cream socials, and pins.

The meeting adjourned at 2 pm.

KDD, 4.23.14

Academic Rank – Proposed Revisions 4.23.14

Current Statement:

From the ECC College Catalog 2013-14 (pg278)

The Academic Senate has developed the academic rank. It is not an official appointment by the Board of Trustees but, instead, is a traditional practice which recognizes professional preparation and experience. Qualifications for academic rank are based on these requirements:

Lecturer: All adjunct and temporary faculty members have this rank. Adjunct faculty who have previously taught 10 consecutive semesters are listed in this catalog.

Instructor: This rank is for probationary (contract) faculty members who do not qualify for higher rank.

Assistant Professor: Faculty members who have achieved regular faculty status or tenure.

Associate Professor: Tenured faculty members who are at least at Step 7 on the salary schedule.

Professor: Tenured faculty members who are at least at Step 10 (Class V) on the salary schedule or Step 13 (Class I-IV) on the salary schedule.

Professor Emeritus: The Academic Senate, in consultation with the Vice President - Academic Affairs, will grant Professor Emeritus status after retirement to tenured faculty members in good standing.

Proposed Academic Rank Information Statement:

The Academic Senate has developed the academic rank. It is not an official appointment by the Board of Trustees but, instead, is a traditional practice which recognizes professional preparation and experience. Qualifications for academic rank are based on these requirements:

Instructors are adjunct or temporary faculty who have taught fewer than 10 semesters at the college.

Adjunct Assistant Professors are adjunct or temporary faculty who have taught 10 or more semesters at the college.

Assistant Professors are contract (i.e., probationary) faculty.

Associate Professors are regular (i.e., permanent) faculty who have been granted tenure.

Professors are tenured faculty with at least one year's experience as Associate Professor in Class I-IV who have achieved Step 13 or above, or in Class V who have achieved Step 10 or above.

Professors Emeriti are tenured faculty who retire in good standing.

[Insert reference to appropriate section of Faculty Contract, e.g., Article 6.]

Rank		Experience					Harbor	
	ECC	Compton	LACC	SMC	Glendale			
Instructor	Adjunct or temporary	Contract/Probationary (Adjuncts are "lecturers")	Anyone not qualifying for other ranks	BA-MA + 56 units: 1-3 years	??? (1 st level listed is Adjunct Assistant Prof)	At hire – 2 year minimum	8	
Assistant Prof	Contract/probationary: 1-3 years	Tenured Faculty	Contract/Probationary, no years of service required.	BA + 42 units, MA to MA + 56 units: 4-6 years. Below this: 11-15 years. Doctorate: 1-3 years.	Tenured faculty with four years full-time at GCC (Voc. Faculty must also have credential)	2 year minimum		
Associate Prof	Tenured faculty (approximately 4 years' service at ECC)	Tenure + 7 years full-time	Masters + 3 years or BA + 7 years (addl. Requirements for voc instructors)	MA+28 and up: 7-10 years Doctorate: 4-6 years	Tenured GCC faculty with 7 years full-time college teaching AND MA or Doctorate OUR BA+42 Addl. Requirements for voc.	Tenure – 4 year minimum		
Professor	BA-48 units: Min. 9 years at ECC Doctorate: Min. 6 years at ECC	Tenure + 10 years full-time	4 years as Assoc (=7 years total) 4 yrs. Full-time service in field in addition to requirements for Assoc. AND <ul style="list-style-type: none"> • BA + 60 • Doctorate • Professional Certification • Natl/Intern Eminence • Voc: 98 in-service points 	MA+42 & up: 16-20 yrs, MA+28: 21-30 yrs. Doctorate 11-15 yrs	Tenured GCC faculty with 12 years AND doctorate OR BA+84 units or national/intern eminence	8 years (?)		
Prof Emeritus	Tenured, retire in good standing	At least 20 years part- and full-time teaching at college	Upon retirement, faculty granted highest rank held, preceded by "Emeritus."					
NOTES:		Board Policy at Compton. Have had issues with I: faculty joining from another institution will not suffer reduction in rank	Faculty Senate developed policy. Committee decides. Those approved get notified by president and info goes into HR file and is changed on all college communications. At West LA, adjuncts can apply for Adjunct Assistant Professor.	Reference is on HR website, refers to contract (Article 6). No other info found.	Academic Senate handles. Note: After equivalent of 4 years FT at GCC, adjuncts can apply for Adjunct Asst. Professor	Academic Senate. Adjuncts follow same progression, but need 10 years for Professor		

2014 April 23

Dr. Sherrill Amador, Chair of the Commission
 Dr. Barbara Beno, President
 The Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges
 10 Commercial Boulevard, Suite 204
 Novato, CA 94949

Dear Chair Amador and President Beno,

The Accrediting Commission for Community and Junior Colleges (ACCJC) released draft Eligibility Requirements and Standards for first reading on January 24, 2014 with a public comment period ending April 30, 2014. Although particular sections of the draft were shared with various organizations and constituencies prior to the late January distribution, the entire draft of the Eligibility Requirements and Standards has only been available to colleges under the ACCJC's jurisdiction since January 24th, giving faculty and other organizations a public comment period of just over three months (97 days).

The Academic Senate for California Community Colleges, the California Community College Independents, the Community College Association/California Teachers Association, the Community College Council/California Federation of Teachers, and the Faculty Association of California Community Colleges appreciate the opportunity to provide comment and suggest revisions about the draft Eligibility Requirements and Standards and have devoted organizational resources to that end; however, we have found that the changes from the previous Standards are more extensive than we had originally expected and that the amount of time provided for analysis and comment is not sufficient for us to provide a complete and thorough analysis. We believe that the process for vetting the Eligibility Requirements and Standards would benefit from a longer comment period and yield a stronger set of requirements and expectations that will be more understandable to the field. We respectfully suggest that the public comment period for the first draft reading of the new Eligibility Requirements and Standards be extended until your January 2015 meeting.

Sincerely,



Beth Smith
 President, Academic Senate for California Community Colleges



Richard Hansen
 President, California Community College Independents



Lynette Nyaggah
President, Community College Association/California Teachers Association



Jim Mahler,
President, Community College Council/California Federation of Teachers



Dean Murakami
President, Faculty Association of California Community Colleges

Resolution 2.04 adopted by the Academic Senate for California Community Colleges on April 12, 2014:

2.04 S14 Collaborative Response to Accrediting Commission for Community and Junior Colleges 2014 Draft Revised Standards

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) has released the draft accrediting standards for first reading in January 2014 and a letter from ACCJC President Barbara Beno on March 18, 2014;

Whereas, The new standards propose changes related to the faculty role in various processes such as:

- Governance process for review of mission statement (I.A)
- Reliance on faculty to identify student learning outcomes (SLOs) (II.A.2.b)
- The faculty role in hiring statement removal “as determined by individuals with discipline expertise” (III.A.1.a)

and would benefit from additional faculty evaluation and input; and

Whereas, Faculty have also expressed concerns about the new Institutional Integrity section (IC) and its possible interpretation;

The ACCJC draft 2014 revisions to the eligibility requirements and accreditation standards are found at
http://www.accjc.org/wp-content/uploads/2010/09/Eligibility-Requirements-crosswalked_-First-Reading-January-2014.pdf and
http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Standards-crosswalked_-First-Reading-January-2014.pdf

Resolved, That the Academic Senate for California Community Colleges collaborate, where appropriate, with other constituent groups, such as the Faculty Association of California Community Colleges (FACCC) and community college faculty unions, before the April 30, 2014 deadline for public comment in order to coordinate verbal and written responses to the Accrediting Commission for Community and Junior Colleges about the draft Accreditation Standards from faculty perspectives; and

Resolved, That the Academic Senate for California Community Colleges request an extension of the second reading of the proposed revisions to the Standards until January 2015 to allow for further consideration and discussion of public comments.

Organizational Addresses:

Academic Senate for California Community Colleges
 555 Capitol Mall, Suite 525
 Sacramento, CA 95814

California Community College Independents
 12345 El Monte Road
 Los Altos Hills, CA 94022

Community College Association/California Teachers Association
 4100 Truxel Road
 Sacramento CA 95834

Community College Council/California Federation of Teachers
 1107 Ninth Street, Suite 460
 Sacramento, CA 95814

Faculty Association of California Community Colleges
 1823 11th Street
 Sacramento, CA 95811