



Academic Senate of El Camino College 2014-2015

February 17, 2015

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

Officers & Executive Committee

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

Adjunct

(1 yr term)

vacant
vacant

Health Sci & Athletics/Nursing

Mark Lipe* 14/15
Robert Uphoff 14/15
Mina Colunga 14/15
Andy Alvillar 16/17
Traci Granger 16/17

Natural Sciences

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

Behavior & Social Sciences

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

Humanities

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

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Business

Phillip Lau* 15/16
Nic McGrue 16/17
Josh Troesh 15/16

Associated Students Org.

Kristina Nakao

Compton Educational Center

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

Industry & Technology

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

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

Counseling

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

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Ex-officio positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Fine Arts

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

Mathematical Sciences

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

Institutional Research

Irene Graff
Carolyn Pineda

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

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



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February 17, 2015

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SENATE'S PURPOSE (from the Senate Constitution)

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

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

FALL 2014

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

SPRING 2015

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

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

FALL 2014

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

SPRING 2015

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

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

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

Committees

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

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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		6-12
C. OFFICER REPORTS	A. President – Chris Jeffries/Claudia Striepe B. VP – Compton Education Center – Paul Flor C. Chair – Curriculum – Mark Lipe D. VP – Educational Policies – Alice Martinez E. VP – Faculty Development –Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Karen Whitney	 13-25 26-30 31 32 33-35 36-47
D. SPECIAL COMMITTEE REPORTS	A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
E. UNFINISHED BUSINESS		
F. NEW BUSINESS		
G. INFORMATION ITEMS – DISCUSSION	A. Online Education Initiative – C. Gold B. Introduction of our new Faculty Development Coordinator – Lisa Mednick Takami	48-52

<p>H. FUTURE AGENDA ITEMS</p> <p>I. PUBLIC COMMENT</p> <p>J. ADJOURN</p>	<p>A. Moving up the Withdrawal Date</p> <p>B. Faculty Evaluations</p> <p>C. C-IDs/Articulation – Lori Suekawa</p> <p>D. Adult Education Initiative – J. Anaya</p> <p>E. BA degrees at Community Colleges</p> <p>F. Changes in BOGG fee waivers – C. Pineda</p>	
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Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*
- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*
- Build campus morale. *Measure: Arrange for “positive” presentations showcasing success, General faculty survey of perception.*
- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*
- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*

ACADEMIC SENATE ATTENDANCE
February 2, 2015

NAME: INITIALS

Adjunt (1 year)

Kim Runkle
Vacant

Behavioral & Social Sciences

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

Business

Phillip Lau XX
Tim Miller
Josh Troesh XX
Nic McGrue XX

Counseling

Griselda Castro
Chris Jeffiries
Rene Lozano

Fine Arts

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

Health Sciences & Athletics

Mark Lipe XX
Robert Uphoff
Mina Colunga
Andrew Alvillar
Tracy Granger XX

Humanities

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

Industry & Technology

Patty Gebhart XX
Ross Durand
Mark Fields XX
Tim Muckey XX

Industry & Technology cont.

Merriel Winfree XX
Lee MacPherson XX

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe

Mathematical Sciences

Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Alice Martinez XX
Ben Mitchell XX

Natural Sciences

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

Academic Affairs & SCA

Francisco Arce XX
Karen Lam
Jeanie Nishime XX
Robert Klier

Assoc. Students Org.

Kristina Nakao

Compton Education Center

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

Ex-Officio Positions

Ken Key (ECCFT) EXC
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:

Jean Shankweiler
Tom Lew
Irene Graff
Stefanie Frith
Wendy Lopez

ACADEMIC SENATE MINUTES

February 3, 2015

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the first Academic Senate meeting of the Spring 2015 semester to order on February 3, 2015 at 12:38 a.m.

CS: Let's begin by observing a moment of silence for Dr. Nosworthy.

On a happier note: Welcome new senators, Nic McGrue and Ben Mitchell.

CJ: We're calling for adjunct representation.

2. APPROVAL OF MINUTES

See pgs. 6-12 of packet for minutes of the December 2 meeting. Minutes accepted as amended.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 13 - 25)

CS. More money is coming in for initiatives. We'll have discussions throughout the semester about Compton accreditation, BA degrees, and more topics. Please get feedback from division. Six names have gone forward for statewide committees.

Our goal is to foster morale on campus, and to make people feel engaged and involved. We're posting goals on each agenda. This will serve as a newsletter to the faculty at large. They can refer to senate minutes online for more detail. The Vice President position's hiring panel is moving ahead. Dr. Arce agreed to stay on till June. Also you may be asked to serve on committees for the he Student Equity Plan.

CJ: College Council met during break (pg. 13 of packet) on Dec. 8 to discuss semester goals. See the 'Making Decisions' document. We changed our purpose (p. 2) and added the words 'policies and procedures' on academic matters. Policies and procedures will make a subcommittee. C. Gold and C. Wells volunteered. C. Wells will cover business and fiscal areas, and C. Gold will cover institutional matters.

The smoking policy did not pass at the board meeting. Bill Beverly was concerned regarding discipline. He'll talk with Luukia Smith and Angela Simon. We are not a smoke free campus.

Regarding the Deans' Council (p. 16), one area I'm excited about is purchasing an early alert system. We're looking at "Grades First." We saw some presentations and are in the process of choosing a new alert system. Dr. Arce will discuss enrollment, which is down, and ways to increase enrollment. We have an Academic Affairs analyst, David Mussaw. See the new enrollment updates on the front page of website, and a list of open classes. Wanda Morris will be new interim director of nursing.

On p. 20 in the packet, the judge ruled that SFCC accreditation was terminated illegally. On p. 22, find the programs approved for Bachelor's degrees. We're watching that. Fifteen are listed. On p. 24, there is information regarding the grant from Chancellors' Office for recruitment teacher training. We are one of ten colleges to receive it.

CS: We've not received PlanNet report. Dr. Nishime: The final report is done, I'm not sure when it'll be released, maybe next week. C. Gold: Have we had word from ACCJC? Dr. Nishime: Not yet.

CJ: Welcome back Chris Gold.

CS: FACCC had an annual policy forum, and discussed four current topics. Summary notes were sent out to everyone. They all had different concerns, including faculty voice on initiatives, and contradictory plans. Cynthia Mosqueda is involved.

Here are some basics for the new senators. Here's the handbook, and in packet you'll find the 10+1 and our purpose, plus other good stuff. We have mutual agreement with the board on policies, or meet with them to come to some arrangement.

CJ: Senators, let us know if you want and electronic packet to save trees.

B. VP – Compton Education Center – Paul Flor

January. 15 Tom Henry and Tom Fallo delivered our request for candidacy. Our CEO attended a conference with the board trustees. David Morris spoke, and mentioned Compton's application submission. There was applause and support. Dr. Curry approach Morris and asked how many Compton people will go to the Institute Feb. 21. There is a waitlist he will bypass for Compton. I identified five individuals for a delegation. In two weeks, Feb. 19, we'll have an accreditation summit. We'll prepare the faculty in addressing different standards.

The other information we're interested in, is that senator Carol Liu proposed SB114 (bond measure.) Our bond passed in November. We'd like to leverage money to add to our infrastructure. We decided to address BP's, including freedom of expression because of lawsuits at other CC's. A free speech area was too close to construction, and inhibited. They were sued. We're looking at that since we're also under construction.

C. Chair – Curriculum – Mark Lipe (pgs. 26-36)

Mark Lipe. In packet on pages 26 – 36 see our recent meeting minutes. At the Oct. 28 meeting, there were six new courses submitted. English 1a, 1b, and 1c honors courses, Math 165 (business calculus) and some new philosophy courses, too. Please see the list of six new courses. On November 25 there were nine new courses from many areas submitted and approved. See minutes for full list. Minutes also have the descriptive title. We met twice since then. You'll see those minutes in the next packet.

D. VP – Educational Policies – Alice Martinez

We're looking at course repetition. There's a new bill about sexual misconduct that apply to us as faculty. We have admissions, concurrent enrollment, and more coming. We look at policies and procedures.

L. Widman: You mentioned a sexual misconduct policy. You should alert the federation regarding provisions in contract. C. Wells: The statewide senate passed a resolution. Information is forthcoming regarding appropriate policy.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pg. 37)

Mediha Din received a 2015 Hayward Award. Bravo Mediha for a feather in her cap and in ours. A shout out to AIMS team for campus safety. See our notes in minutes.

We're completing academic rank changes and implementation. Upcoming events include 'Getting the job and great teachers, and sponsoring people to the oncourse conference in April. Ryan Turner and Megan Granich are participating in the 'Getting the Job' workshop.

F. VP – Finance – Lance Widman (pgs. 38 - 45)

pp. 38-40, 11/20 PBC Minutes: Various aspects of Strategic Planning and Master Planning were discussed, as well as program review and planning update (an Accreditation issue).

pp. 41-2, 12/4 PBC Minutes: Good discussion of the Student Equity Plan, a point of contention for accreditation over the last several years. Planbuilder now has a more user friendly program in Tracdat.

p. 43, Statement of PBC purpose and responsibilities currently under review and possible revision.

pp. 44-5, Important items of interest included in the Governor's 2015-16 proposed budget. It's a work in progress, the May revision will be more serious and they'll have until June 15 to pass it. We're preparing in earnest for budget discussion by April. Come by every other Thursday at 1:00 in library on second floor.

G. VP – Academic Technology – Pete Marcoux

Here's a late announcement: Donna Manno retired. One week from Friday, we're having our technology conference. You'll get an email tonight. The theme of keynote address is to connect with the technology scene of 2015. Come by Feb. 13 from 9-1: at 10: the keynote from Dell will address technology. We need to find money to talk about possible grants. Were trying to get funds for lunch. Corinne is willing to host a hand-on workshop. Flex credit is available. By the way my laptop died, but I use dropbox, so I saved everything. Back up your stuff. K. McLaughlin: When did we get them? P. Marcoux: Four years ago. C. Gold: And no macs? P. Marcoux: Department specifics only. A. Martinez: Notebooks? P. Marcoux: I hope we get a choice. M. Ichinaga is the IT position on hold? Dr. Nishime: The report has recommendations on staffing, Chief Information Officer positions, etc.

CJ: Campus Technology met last week. Virginia Rapp (Dean of Business) is chairing the committee.

A. Ahmadpour: What about faculty preference? We should have a survey of all faculty. People have different needs. P. Marcoux: We'll show choices at the conference. Our IT staff are certified by Dell. It's expensive to have different brands.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 46 - 47)

Quick report. I co-chair two committees.

Regarding the Academic Program Review Committee. Here are the programs we reviewed last year. CTU programs also. This is my favorite committee; the most rewarding because I see what faculty are doing to help their students. Everyone should serve on it at some point. I want to share that I'm amazed by the programs we have on campus. This year we'll review some more. You'll see them in the minutes.

Regarding ALC, keep in mind the looming deadline to get in all assessments. Here are some dates for trainings. We can help with software. See pg. 46 and 47 of packet. The ALC will perform the first ILO assessment of the second cycle. We assessed them once, but tried to make them more actionable. We've started the second cycle of assessment. We looked partly at student views, and compared them with faculty information. We have new ideas for specific info. You may be contacted to participate. You'll receive a bubble or scantron sheet addressing basic communicative criteria. This sheet is like a rubric you can overlay with the assessment you're already using. It shouldn't be a lot of trouble for you.

4. SPECIAL COMMITTEE REPORTS

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

Dr. Nishime: I anticipate that the accreditation letter will arrive this week and we'll let you know as soon as it does. Fall submitted retirement letter Friday. It goes to board. Feb. 17. He'll not be at March boards. He'll be on vacation. Linda Beam will meet with the board to talk process. They have the authority to be full voice in choosing the superintendent. Feb. 1 2016 he'll retire. Contract required one year's notice to provide time for search. Most activity will take place in fall. You'll hear more as time goes on.

Dr. Arce: All faculty received the enrollment trends report. Our goal is 19163 FTES. We're close to that. In spring we're down 5%, maybe a deficit of 300 FTES this year. 18,700 this year is pretty good, but at some point you have to come to terms with it. That's my report. We added 100 sections to spring schedule. We cut 110 sections, because we didn't have interest. Classes are not as full as they once were. We'll continue to reach out to recruit students.

A. Ahmadpour: On one hand we lament low enrollment, at the same time, my department canceled more classes than I've ever seen, such as computer graphics, a class with 18 or 19 students. I was sure we could recruit students. Let's revisit the process of cancellation. What is the procedure for canceling classes?

Dr. Arce: The goal is to enroll at a minimum of 80% but we had a soft enrollment in art and dance, and other areas. Humanities usually has great demand, we cancelled 36 sections. Even behavioral science, cancelled ten sections. It was campus wide. We look by percentages and by program. It's a balance.

A. Ahmadpour: we'd like to develop classes and programs, and we have to sacrifice. We start small and develop. Let's be open and develop procedure.

CJ: It was across the board. We had lofty expectations. We'd increased by 200 sections from previous spring. At dean's council we had the hard discussion. It was thoughtful and difficult.

M. Ichinaga: This is an observation: is there any thought of revisiting winter intercession? Anecdotally, winter session students went to Santa Monica and stayed there.

5. UNFINISHED BUSINESS

A. BP/AP 5500 – Standards of Student Conduct – C. Jeffries/Alice Martinez. (pgs. 48 - 58)

Following the CLC templates, the board policy was revised and the procedures that were previously included in the policy were moved to administrative procedures and revised. This is a second reading. The first reading was our last meeting in the fall. It will be posted in schedule of classes. It's there now. A. Martinez: The other question regarding plagiarisms is here. It's in 5520. When somebody cheats on an exam or project, etc. the zero goes only to that assignment, but it can cause them to have an "F" in class. CJ: That's student disciplines procedures. Were approving it in the order it came forward. L. Widman: My concern was that policy was passed on as procedure. Procedure is missing. It references 5520 on p. 38. We can talk about enforcement without it. CJ: We can't put policy in here because it reflects entire campus community. It's listed under policy, p. 41. We left it vague. This was brought forward because of accreditation but we didn't get to it until the end of fall. Motion to approve.

P. Marcoux: So moved.

M. Lipe: Second.

P. Marcoux: Is 5500 directed solely to students? Dr. Nishime: Yes A. Martinez: We moved everything from policy to procedure under the context of what's not appropriate. The results are AP5520.

M. Lipe: It says that students are subject to procedures of AP5520. P. Marcoux: Can't we blend them?

CJ: CLCC templates separate them. All in favor? (No nays or abstentions.)

6. NEW BUSINESS

A. Science Club Field Trips: National Geographic trip to Antarctica – J. Holliday

CJ: For our first meeting, see what great things our faculty are doing.

J. Holliday: I started working for National Geographic during my sabbatical; I specialized in polar exploration, and global climate change. I teach and get to travel. This summer I'll go to northern Canada. The Arctic Ocean is frozen most of the year, but this is rapidly changing. I study earth science, and teach about glaciers and ice. The glaciers are thinning. We also study wildlife, it depends on ice. (Joe referred to photographs in PowerPoint presentation.) Waterfalls are new, and caused by warming. Here's a family of bears. That's melt water on ice. Bears and cubs have challenges. Working in Antarctica is hard, there and back is eight days. The staff includes international researchers. National Geographic is truly international. Ice axes are hard to use. We traveled by zodiac. This iceberg has enormous caves. Three species of penguins breed on 1% of Antarctica that has no ice. I can give you info on getting down there. The wildlife approaches you, but you must not approach them.

Let me introduce you to our geology program. Here are our trips. We travel twice each semester. Here's the Big Sur coast, the San Andreas Fault. We camp in beautiful places (Joe described geology trips and showed pictures of students in field. He described student success and alumni stories.)

C. Gold: What about funding? J. Holliday: Students pay for food and raise funds for campground fees. ECC provides vans and gasoline.

7. INFORMATION ITEMS –DISCUSSION

8. FUTURE AGENDA ITEMS

A. Moving up the Withdrawal Date

B. Faculty Evaluations

C. C-IDs/Articulation – Lori Suekawa

D. Adult Education Initiative – J. Anaya

E. BA degrees at Community Colleges

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 1:57
SD/ECC Spring 2015

*** DRAFT ***

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – January 26, 2015

Present: Francisco Arce, Linda Beam, Irene Graff, Chris Jeffries, Rafeed Kahn, David McPatchell, Jeanie Nishime, Estina Pratt, Claudia Striepe

1. Minutes – January 12, 2015: Approved as written.
2. Policy and Procedure Subcommittee Members: Representatives have been appointed as follows:
Academic Senate: Chris Wells and Chris Gold.
AFT and ECCE: Need representatives.
Management: Will be delegated depending on the nature of the policy.
Students: Will not need a representative but students will be contacted if there are policies that affect them.
3. Report on Campus Bike Spaces – Jo Ann: **Carry-over for next meeting.**
4. College Council Function: Members discussed the College Council purpose statement. It was noted that the intent of the Council is to facilitate communication and serve as a forum to exchange information regarding trends and situations that have an impact on the college community.

Clarification is needed with regard to the purpose statement for the ECC Technology Committee.

5. *Making Decisions at El Camino College* Review: It was suggested that all committee members start bringing their copy of the document to every College Council meeting. Council members should review the document prior to the next meeting on February 2. It is important that all consultative committee chairs understand this document and that their charge is to review it with their committees.

The VPs have reviewed a draft of the PlanNet report, which will be ready for distribution in the next couple of weeks.

6. BP 6300 (Budget Preparation): **Carry-over for next meeting.** Linda advised that the President is recommending a 10% reserve in order to keep the College fiscally sound.

7. Other:

- a) Shooting Incident Update: A Campus Alert Update was presented this morning. Two forums have been scheduled for Tuesday, January 27. Ms. Garten will be asked to send out a reminder regarding the forums.
- b) Power Outage: During a power outage, there are about twenty minutes until the phone no longer has power. An announcement regarding the outage was placed on Twitter, Facebook and Nixle. It was suggested that information be included in the announcement notifying the community that staff is assessing the status and will keep everyone updated throughout the day.

Agenda – February 2, 2015

1. Minutes
2. Report on campus bike spaces – Jo Ann
3. *Making Decisions at El Camino College* review
4. BP 6300 (Budget Preparation)

2014-15 College Council Goals

1. Set up a specific review process and cycle for policies and procedures.
Measure: Review process is established.
2. Review *Making Decisions at El Camino College* and revise as needed.
Measure: Document is reviewed and revised as needed.
3. Review and revise College Council's purpose statement, roles, and responsibilities.
Measure: College Council reviewed and revised its purpose statement.
Measure: College Council lists its purpose statement (including Strategic Initiative C) on each meeting agenda.

*** DRAFT ***

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 2, 2015

Present: Francisco Arce, Linda Beam, Irene Graff, Chris Jeffries, Rafeed Kahn, David McPatchell, Jeanie Nishime, Estina Pratt, Claudia Striepe, Mike Trevis, Nina Velasquez

1. Minutes – January 26, 2015: Approved as written.
2. Report on Campus Bike Spaces: Mike reported that there has been an increase in the number of people using bikes on campus and additional bike racks may be needed throughout the campus. It was suggested that a bike census be taken around the time of National Bike Week to determine if additional racks are needed. Cadets could assist with this endeavor. Mike also reported that Facilities is working on small signs to place on hand rails to remind students that this is a no parking zone. **He will inform Jo Ann that this will be a follow-up item at the next meeting.**
3. *Making Decisions at El Camino College* Review: The following revisions were recommended:
 - a) Page 5, Evidence and Planning:
 - Add service area outcomes to the second sentence.
 - Need to make minutes available to the community. There should be a central repository and committees should be reminded to post all minutes there.
 - b) Page 11, Purpose Statement for College Council: To facilitate communication and serve as a forum to exchange information that affects the college community.

It was recommended that the purpose statement for every committee be included on its agenda, including the Council, as a reminder of its purpose.
 - c) Page 12, Purpose Statement – Planning & Budgeting Committee (PBC): The PBC changed its purpose statement but it is not reflected in the document.

A committee can update its mission and purpose, but it should inform the College Council so changes can be acknowledged and incorporated in the document.

- d) Page 15, ECC Mission and Goals: Needs to be updated.
 - e) Page 18, Annual Planning (Plan Builder): Calendar is currently under review in PBC.
 - f) **Recommended changes on pages 24-27 (Administrative Procedure 2510) will be reviewed and discussed at the next meeting. Jeanie will provide copies with revisions made previously in redline format.**
4. BP 6200 (Budget Preparation): Linda noted that President Fallo will recommend to the Board that the unrestricted general fund appropriation for contingencies be maintained with a 10% reserve. **BP 6200 will be presented to the Council for review and discussion at the next meeting.**

BP 6300 (Fiscal Management): It was recommended that the policy be sent back to the Policy and Procedure Subcommittee for review and update prior to presenting to the Council for discussion. It will be assigned to Academic Senate representative Chris Wells.

Subcommittee Members: For clarification, one representative is needed from AFT and ECCE. Other staff will be included depending on the policy/procedure being reviewed.

5. Other
- a) Food Services: A concern was expressed regarding the quality of food services. Complaints should be directed to Rocky Bonura.

Agenda – February 9, 2015

1. Minutes – February 2, 2015
2. Report on campus bike spaces – Jo Ann
3. *Making Decisions at El Camino College* review
4. Administrative Procedure 2510 (Collegial Consultation)
5. BP 6200 (Budget Preparation)



NOTES - COUNCIL OF DEANS
January 22, 2015

Present: J. Anaya, F. Arce, R. Bell, C. Fitzsimons, E. Geraghty, I. Graff, A. Grigsby, M. Guess, D. Hayden, A. Hernandez, P. Humphreys, C. Jeffries, S. Jones, T. Lew, W. Morris, B. Mulrooney, R. Mtmay, R. Natividad, J. Nishime, M. Ramey, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader, J. Sims, C. Striepe, R. Totorp, W. Warren

I. INFORMATION

- A. Notes of 1/8/15: Distributed and reviewed.
- B. CEC Update: R. Murray provided an update:
- The enrollment numbers are still soft.
 - CEC is calling/emailing ECC students that were enrolled in the cancelled machine technology classes to encourage them to attend the same classes at CEC.
 - Registration picked up and more applications are being submitted.
- C. PBC Update: R. Natividad provided an update:
- PBC had a meeting on 1115115.
 - SEP and SSSP were tabled until the next PBC meeting.
 - J. Higdon presented on the fiscal accountability sheet as a second viewing.
 - The budget update was discussed.
 - A list of PBC responsibilities was revisited to ensure it matches with what PBC is doing.
- D. ASO Update: S. Jones provided an update:
- The ASO retreat was a success and new members were educated on the organization.
 - Welcome Week is going well.
 - Students inquired about cancelled classes. The list of open classes posted on the web is helpful but would be more beneficial if it included a small description of the course, date, and time.
 - ASO is planning legislative visits to Washington, DC and Sacramento.
 - ASO discussed better ways to promote the ASB sticker. At CEC, many students opted out of the sticker because they weren't well informed on what it is.
- E. Academic Senate: C. Striepe provided an update:
- FACC Faculty Association of California Community Colleges will host their annual Policy Forum at ECC on 1/23/15.

II. DISCUSSION/ACTION

- A. Enrollment Management:
- ECC is 10% below the FTES target for spring 2015.

- D. Mussaw is working with the deans and Admissions and Records to identify missing positive attendance rosters the college has from fall and summer 2014.
- ECC is down 1,500 students as of 1/20/15.
- D. Mussaw will send out enrollment reports every day this week and twice next week on 1/27/15 and 1/30/15. After that, the next report will be sent at census.
- Everyone should become familiar with the reports as they help raise awareness on the status of enrollment.
- The deans have been given an enrollment goal of 70% per program per division. The campus goal was 80% but because of low enrollment, it has been reduced to 70%.
- There are still classes that need to be cancelled at ECC and CEC. Before classes are cancelled, discuss with F. Arce.

What worked well?

- It was a good strategy to email students informing them of cancelled classes and advising them of alternative options.
- Some faculty members proactively reached out to students to build enrollment.
- The list of open classes was very helpful.

What didn't work well?

- The delay in student registration dates.
- Some students didn't realize certain online classes were hybrid. The class description in the schedule must reflect that there is an on campus meeting.
- The process for registration must be reviewed.
- Recommendation to establish a process review task force on prerequisites as there continues to be problems where old course numbers are not being recognized as prerequisites.

B. Academic/Presidential Award: This is the last chance to review the award questionnaire before distribution. Each division will run their own reports and identify qualified students. The deans can now certify a student's major.

Suggested changes to the questionnaire:

- 1). Include the deadline to file an Intent to Graduate.
- 2). Indicate where students can find the requirements for the Academic Achievement Award.
- 3). The campus wide deadline to submit the questionnaire, transcripts and essays will be 3/16/15.

Send additional recommendations for change to J. Shankweiler.

C. BP/AP 4225 Course Repetition: The BP/AP was updated to reflect the changes to course repetition. Recommended changes: "...education code, Title 5 regulations Regulations and the district policy." Send recommendations to J. Shankweiler. The changes will go to Education Policies. This must be completed before the next registration period. The goal is to have BP/AP 4225 on the March board agenda.

D. GradesFirst Student Support System: A conference call is scheduled for 1/27/15 between ECC and the GradesFirst IT department to discuss the technical aspects of the system.

III. OTHER

A. Announcements:

- AB 86 Adult Education Consortium Planning Grant: The governor is proposing a \$500 million grant to the consortiums in California to fund adult education. \$350 million will go to adult education and \$150 million will go to the consortium to create a bridge program. The programs are in basic skills, short term CTE, ESL, apprenticeship and programs for disabled students. By working with community colleges, adult schools can create bridge programs so the students can eventually transition to a community college. J. Aliaya is working with K-12 pminers on drafting a report to determine the plan. The next step for legislator will be to collect reports from all the consortiums and create policies from those rep0lis. Each region will have an advisory committee that will have the ultimate say in the funding model. The Cons01iium Committee will decide how the money is distributed based on that model. Community Advancement will put together a publication to inform the community of the changes to adult education. There will also need to be discussion with Academic Senate. There will be a Faculty Forum at the end of February. J. Anaya will send out a flyer to each division to invite their faculty members.

- Divisions that believe they have strong program that can be converted into a Bachelor's degree should prepare research to support their findings and present to F. Arce.
- A 30 printed vehicle will be presented on 1/26/15 from 12-5 p.m. on the Library Lawn.



EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: December 11, 2014

Present: F. Arce, K. Daniel-DiGregorio, R. Dreizler, S. Griffin, J. Holliday, C. Jeffries, K. Key, S. Kunisaki, C. Mosqueda, W. Mulrooney, J. Nishime, J. Pon-Ishikawa, K. Ragan, D. Reid, I. Reyes, J. Shankweiler, J. Sims, W. Warren

Other Guests: C. Pineda

The meeting began at 1:04 p.m.

I. INFORMATION

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

II. DISCUSSION/ACTION

A. BOG Fee Waiver – Impact of New Regulations:

- The 20-24 age group has the most students on second semester probation.
- The college should send out letters to students that are in jeopardy of losing their BOGFW each semester.
- Marketing will need to create a campaign to warn students of the regulation changes.
- Intervention must be done early. Once a student reaches probation level 2, they lose eligibility for the BOGFW. A more intrusive action plan for probation level 1 students should be implemented.

B. Priority Registration & Proposal for Probation Lock-in List:

- The STPE screen in Colleague is typically used for the concurrently enrolled cohort of students. Admissions and Records enter classes on the STPE screen to limit students to take only those classes.
- This screen may be an option to ensure probation level 2 students are abiding by their counselor's recommendations of courses. Essentially, the STPE screen will limit probation level 2 students to only take the classes that were entered in by their counselor.
- This recommendation will need to be reviewed by ITS before implementation.
- The college can start by targeting only probation level 2 students that are receiving the BOGFW to make the process more manageable.
- The strategies for how to implement this screen has to be developed.
- First semester probation students and students with a 2.3 GPA or below should be the focus as they are in jeopardy of reaching probation level 2 status.
- Recommendation to bring back mandatory financial aid orientation for all new students.
- The college has five informational videos through FATV that can be used as part of the orientation process. The videos can be distributed via email and include a mandatory quiz.
- Preventative measures can include:
 - An orientation for financial aid students so they are aware of the consequences for failing to meet academic standards.
 - Target students who have just above a 2.0 GPA.

- Recommendation to have counselors present in Basic Skills classes to encourage students to meet with their academic counselors.
- The probation workshops that are currently held are offered too late in the student's probation standing. There are no structures or procedures in place to follow-up with students who have attended these workshops.
- Recommendation to create a Retention Office or hire a Retention Specialist since much of the responsibility is placed on Counseling.

C. SSSP Plan Implementation:

- Recommendation to have an all-day SSSP planning summit in January 2015.
- The job description for the Associate Dean of Student Success will go to Board on 12/15/14 and recruitment will begin in January. This position will be responsible for implementation and monitoring of the SSSP Plan.
- Deans, faculty, Student Services and Academic Senate will need to be involved in the summit.
- A workgroup will be established after the summit to identify matters of implementation and to prioritize issues.
- Names of recommended participants for the SSSP Plan Summit should be sent to Marta Maaza.

III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on January 22, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 2:05 p.m.



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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NORVAL WELLSFRY

February 6, 2015

Dr. Thomas Fallo
Superintendent/President
El Camino College
16007 Crenshaw Boulevard
Torrance CA 90506

Dear President Fallo:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2015, reviewed the Institutional Self Evaluation Report and the Report of the External Evaluation Team that visited El Camino College October 6-9 2014, and the letter of corrections of errors of facts submitted by the College on December 5, 2014.

College Accreditation Reaffirmed:

The Commission took action to **reaffirm accreditation** and require the College to submit a Follow-Up Report in October 2015. The Report will be followed by a visit of Commission representatives.

Reaffirmation is granted when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. Reaffirmation with a Follow-Up Report is required when there are deficiencies leading to noncompliance which do not create an immediate risk to the institution's quality and effectiveness. However, if they not addressed and fully resolved in a short time, they may further threaten quality and effectiveness, and lead to increased noncompliance.

El Camino College should submit the **Follow-Up Report by October 15, 2015.**¹ The Report should demonstrate that the College has addressed the recommendations noted below, resolved the deficiencies, and meets Standards.

Need to Resolve Deficiencies:

The Accreditation Standards, as an integrated whole, represent indicators of academic quality and institutional effectiveness. Deficiencies in any Standards will impact quality at an institution, and ultimately the educational environment and experiences of students. The Commission found El Camino College deficient in meeting the following Eligibility Requirements and Accreditation Standards: ER 19, Standards I.B.3, I.B.4, I.B.6, 11.A.2.f, 11.B.4, III.C.2, III.B.1.a, 111.D.1.a, III.D.2, IV.A. I, IV.A.2.a, IV.A.3, IV.A.5, and IV.B.1.b.

Dr. Thomas Fallo
El Camino College
February 6, 2015

Recommendation 1: Institutional Effectiveness and Leadership and Governance

In order to meet the Standard, the team recommends the College complete its integrated planning cycle by ensuring the planning process offers opportunities for purposeful dialogue in which stakeholders participate in the exchange of different points of view and reflections; clearly ties resource allocation to the planning goals; clarifies how priorities are decided and decisions are communicated to stakeholders, leading to genuine communication. The team recognizes that the College has done a great deal of work addressing the previous Recommendation (ER 19, I.B.3, I.B.4, I.B.6, II.A.2.f, II.B.4, III.C.2, III.B.1 .a, III.D.1 .a, IV.A.3).

The Commission found that El Camino College had fully addressed a prior recommendation from 2008 on matters related to institutional evaluation and planning, and that the deficiencies found in relationship to Recommendation 1, above, are in new areas of institutional practice. The Commission has changed the wording of this team recommendation to remove reference to the 2008 team recommendation.

Recommendation 2: Financial Resources

In order to meet the Standard, the team recommends that El Camino Compton Educational Center implement the fiscal management plan to assure financial integrity and disseminate dependable and timely information for sound financial decision making (III.D.2).

With regard to Recommendation 2, the Commission notes that the *Compton Center* is identified as the subject of the recommendation. While El Camino College asserts that the Center is implementing its plan, the Commission asks for the Follow Up report to provide information about further steps in the implementation.

Recommendation 3: Planning and Decision-Making Processes

In order to meet the Standard, the team recommends that the College implement the planning, governance and decision-making process outlined in board policies and "Making Decisions at El Camino College," a document that explains to the College community the structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation; regularly evaluate the process to ensure integrity and effectiveness; communicate the results of the evaluation; and utilize the results for improvement (I.B.4, I.B.6, IV.A1, IV.A.2.a, IV.A.3, IV.A.5, IV.B.1.b).

Improvement of Institutional Effectiveness:

Recommendations 1-11 for Institutional Improvement have been made for El Camino College in order to improve institutional effectiveness. These recommendations can be found in the team report.

Dr. Thomas Fallo
El Camino College
February 6, 2015

Recommendations for improvement may be made to highlight areas for continuing or expanding excellent practices or to identify areas where additional levels of effort should be demonstrated in the future to sustain compliance. The College should plan to fully address all improvement recommendations in the Midterm Report.

The Commission determined that Recommendation 4 noted in the evaluation team report is more appropriately a recommendation to increase institutional effectiveness. Therefore, it has been renumbered as Recommendation for Institutional Improvement 10.

Recommendation for Institutional Improvement 10

In order to increase effectiveness, the team recommends the College implement a process for the evaluation of policies and procedures according to an identified timeline and the Board of Trustees revise the policies as necessary (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d, IV.B.1.b, IV.B.1.e).

El Camino College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its self evaluation efforts be taken into account in the continuing improvement of the College.

The External Evaluation Report that was sent to the institution provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings.

The guidance and recommendations contained in the External Evaluation Report represent the best advice of the peer evaluation team at the time of the visit but may not describe all that is necessary for the College to come into compliance. The College's own self evaluation and responsive action is a vital part of a successful, voluntary, peer evaluation process. Institutions are expected to take all action necessary to continuously comply with Eligibility Requirements, Accreditation Standards, and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the Report, El Camino College is expected to use the External Evaluation Report to improve educational programs and services.

A **final** copy of the External Evaluation Report is attached. Additional copies may now be duplicated. The Commission requires that the College give the Institutional Self Evaluation Report, the External Evaluation Team Report, and this letter appropriate dissemination to College staff and to those who were signatories of the College Self Evaluation Report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the College's Institutional Self Evaluation Report, the External Evaluation Team Report, and this Commission action letter be made available to students and the public by placing a copy on the College website.

Dr. Thomas Fallo
El Camino College
February 6, 2015

Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no more than one click from the institution's home page. If you would like an electronic copy of the External Evaluation Team Report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and educational quality.

Sincerely,

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Barbara A. Beno, Ph.D.
President

BAB/tl

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.acc.jc.org/colcgc-reports-accjc>).

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
December 2, 2014

CALL TO ORDER

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

Members:

Present: F. Arce, W. Brownlee, T. Bui, A. Carr, A. Cornelio, A. Hockman, L. Houske, R. Klier, M. Lipe, V. Nemie, D. Pahl

Absent: S. Bartiromo, S. Bosfield, B. Flameno, E. French-Preston

Ex-Officio Members:

Present: Q. Chapman

Absent: M. Hall, W. Morris, K. Nakao, L. Suekawa

Guests: M. Chaban, P. Fairchild, C. Fitzsimons, R. Natividad, D. Patel, D. Shrader, P. Sorunke, M. Stallings, J. Troesh, L. Young

VICE PRESIDENT'S REPORT

F. Arce requested Q. Chapman to inform him of any problems with getting the three pending transfer degrees for business, economics, and kinesiology approved. The Chancellor's Office has approved nineteen transfer degrees for El Camino College.

APPROVAL OF MINUTES

The minutes from the October 28 meeting were sent via email and approved by the committee.

CURRICULUM REVIEW

A. Full Course Review

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

1. Architecture 121 (ARCH 121)
2. Automotive Collision Repair/Painting 4D (ACRP 4D)
3. Automotive Collision Repair/Painting 5C (ACRP 5C)
4. Automotive Collision Repair/Painting 5D (ACRP 5D)
5. Business 22 (BUS 22)
6. Computer Information Systems 2 (CIS 2)
7. Educational Development 37 (EDEV 37)
8. Educational Development 38 (EDEV 38)
9. Mathematics 100 (MATH 100)
10. Music 151abcd (MUSI 151abcd)
11. Music 152abcd (MUSI 152abcd)
12. Music 190abcd (MUSI 190abcd)
13. Music 257abcd (MUSI 257abcd)
14. Music 265abcd (MUSI 265abcd)

15. Music 268abcd (MUSI 268abcd)
16. Music 290 (MUSI 290)
17. Music 555 (MUSI 555)
18. Music 565 (MUSI 565)
19. Music 567 (MUSI 567)
20. Music 570 (MUSI 570)

B. Full Program Review

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

1. General Studies A.A. Degree
2. Music AA-T Degree

The following program inactivation was reviewed and is ready for final action:

1. Cosmetology Level II Certificate of Achievement

C. Standard Review/Consent Agenda Proposals

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

1. Administration of Justice 99 (formerly AJ 99abc)
2. Air Conditioning and Refrigeration 99 (formerly ACR 99abc)
3. Architecture 99 (formerly ARCH 99abc)
4. Art 99 (formerly ART 99abc)
5. Astronomy 99 (formerly ASTR 99abc)
6. Automotive Collision Repair/Painting 99 (formerly ACRP 99abc)
7. Automotive Technology 99 (formerly ATEC 99abc)
8. Biology 99 (formerly BIOL 99abc)
9. Business 99 (formerly BUS 99abc)
10. Chemistry 99 (formerly CHEM 99abc)
11. Chinese 99 (formerly CHIN 99abc)
12. Communication Studies 99 (formerly COMS 99abc)
13. Computer Aided Design/Drafting 99 (formerly CADD 99abc)
14. Computer Information Systems 99 (formerly CIS 99abc)
15. Computer Science 99 (formerly CSCI 99abc)
16. Construction Technology 99 (formerly CTEC 99abc)
17. Cosmetology 99 (formerly COSM 99abc)
18. Dance 99 (formerly DANC 99abc)
19. Electronics and Computer Hardware Technology 99 (formerly ECHT 99abc)
20. English 99 (formerly ENGL 99abc)
21. Environmental Technology 99 (formerly ET 99abc)
22. Fashion 99 (formerly FASH 99abc)
23. Film 99 (formerly FILM 99abc)
24. Fire and Emergency Technology 99 (formerly FTEC 99abc)
25. French 99 (formerly FREN 99abc)
26. Geography 99 (formerly GEOG 99abc)
27. Geology 99 (formerly GEOL 99abc)
28. Horticulture 99 (formerly HORT 99abc)
29. Japanese 99 (formerly JAPA 99abc)

30. Journalism 99 (formerly JOUR 99abc)
31. Machine Tool Technology 99 (formerly MTT 99abc)
32. Manufacturing Technology 99 (formerly MTEC 99abc)
33. Mathematics 99 (formerly MATH 99abc)
34. Music 99 (formerly MUSI 99abc)
35. Nutrition and Foods 99 (formerly NFOO 99abc)
36. Photography 99 (formerly PHOT 99abc)
37. Physics 99 (formerly PHYS 99abc)
38. Spanish 99 (formerly SPAN 99abc)
39. Theatre 99 (formerly THEA 99abc)
40. Welding 99 (formerly WELD 99abc)

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

1. Educational Development 31 (EDEV 31)
2. Film 152 (FILM 152)
3. Music 263abcd (MUSI 263abcd)

CURRICULUM DISCUSSION

A. Full Review Proposals

The committee made the following recommendations to the full review proposals:

Behavioral and Social Sciences Division

D. Pahl recommended the division consider adding Business 17 (Personal Finance) to the General Studies A.A. Degree and will consult with L. Suekawa.

Motion: Moved by A. Cornelio, and seconded by D. Pahl to approve changes to the General Studies A.A. Degree.

Vote: Motion carried unanimously

Business Division

Computer Information Systems 2 – Office Applications

Edit the *Proposal Information Course Checklist*: Update the Course Development Information section 4.1.5 by including the advisory committee involved in the course development.

Action: M. Chaban

Motion: Moved by W. Brownlee, and seconded by A. Carr to approve full review proposals for the Business Division.

Vote: Motion carried unanimously

Fine Arts Division

1. Art 195 – Portfolio and Career Planning for Artists and Designers

This course was tabled for additional information.

2. Music 265abcd – Symphonic Band

Edit section VI *Work Outside of Class*: Add statement "Observation of or participation in an activity related to course content."

Action: Chair Lipe

3. Music 555 – Community Choir for the Older Adult

Edit section VI *Work Outside of Class*: Add statement "Observation of or participation in an activity related to course content."

Action: Chair Lipe

4. Music 565, 567, and 570

Edit section VI *Work Outside of Class*: Remove the listed skills to reflect the zero hours per week for independent study hours outside of class.

Action: Chair Lipe

Motion: Moved by W. Brownlee, and seconded by D. Pahl to approve full review proposals for the Fine Arts Division.

Vote: Motion carried unanimously

Health Sciences and Athletics Division

Motion: Moved by A. Carr, and seconded by L. Houske to approve full review proposals for the Health Sciences and Athletics Division.

Vote: Motion carried unanimously

Industry and Technology Division

Architecture 121 – Building Information Modeling I

Edit section I *Catalog Description*: Include the descriptive title "Building Information Modeling" in the body of the catalog description.

Action: Chair Lipe

Motion: Moved by V. Nemie, and seconded by A. Hockman to approve full review proposals for the Industry and Technology Division.

Vote: Motion carried unanimously

Mathematical Sciences Division

Motion: Moved by A. Hockman, and seconded by V. Nemie to approve reactivation of Mathematics 100.

Vote: Motion carried unanimously

Motion: Moved by V. Nemie, and seconded by T. Bui to approve program inactivation for Cosmetology Level II Certificate of Achievement

Vote: Motion carried unanimously

B. Standard Review/Consent Agenda Proposals

Motion: Moved by A. Carr, and seconded by V. Nemie to approve course number changes for Independent Study courses and reduction in course hours from 60 to 54 hours per unit.

Vote: Motion carried unanimously

Motion: Moved by D. Pahl, and seconded by T. Bui to approve course inactivations for Educational Development 31, Film 152, and Music 263abcd

Vote: Motion carried unanimously

CHAIR'S REPORT

Chair Lipe reminded the committee to take advantage of the four hours of credit opportunity available to them for this semester.

ADVISORY REPORT

Curriculum Advisor Q. Chapman extended the due date for the spring 2015 curriculum plans. The committee was advised to remind faculty that spring semester is a good time to work on new courses.

ANNOUNCEMENTS

Chair Lipe presented a Certificate of Appreciation to F. Arce for his exemplary service and outstanding contribution to the College Curriculum Committee from 2005 to 2014. L. Young accepted the Certificate of Appreciation on behalf of M. Hall who also served on the College Curriculum Committee from 2005 to 2014.

ADJOURNMENT

Chair Lipe called a motion to adjourn the meeting. L. Houske moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 4:05 p.m.

Educational Policies Committee

Agenda

Date: 2/10/14

Time: 1:00-2:00pm

Location: SSC106

Members in attendance:

Susan Taylor, Lori Suekawa, Mark Lipe, Vanessa Haynes, LaShanta Young, Bill Mulrooney
Chris Jeffries, Alice Martinez, Jean Shankweiler, Kathryn Hall, Mark Fields, Jayne Ishikawa,

Minutes

1) BP 4225 Course Repetition

J. Shankweiler – explained how the updates on policy and procedures had to be changed because of the new state rules about repetition

S. Taylor asked about collegial consultation up to the top to be consistent. Also concerned about 2nd and third paragraph are out of order and missing continuity.

K. Hall brought up confusion about the fourth paragraph as to what grades get substituted with regard to repeatable courses..... the grade for 'a' does not get replaced by the grade for 'b'

We then decided there was too much in the policy and we needed to have the policy refer to the procedure instead of writing the procedure in the policy. We replaced the fourth paragraph with the paragraph from the template. The group was satisfied with the results.

A. Martinez – will send out the finalized copy for the committee to review and approve.

2) AP 4225 Course Repetition

B. Mulrooney will look over " V. part A. Lapse of time"

J.Shankweiler – will check with Dipte Patel about the special classes section

Meeting adjourned at 2pm with AP4225 not quite finished

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

Fall 2014 Projects:

- **Flex Day:** Collaborated with Professional Development to design, organize and implement Professional Development/Flex Day: “Building Pathways to Student Success: Continuing the Conversation”
 - Coordinated 12 break-out discussion sessions focused on the Six Student Success Factors.
 - Provided follow-up initiatives, including three issues of newsletter, *Spotlight on Great Ideas* and goal-setting activity.
- **Faculty Book Club:** Coordinated Faculty Book Club (Sumino Otsuji and Sue Ellen Warren, co-chairs), Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education, by Kathleen Gabriel.
- **Getting the Job:** Provided workshop for adjunct faculty, “Getting the Job, Part I: The Application,” including panel discussion and individual CV review. Panelists included Dean Rory Natividad (Health Sciences & Athletics), Sue Bickford (Math), Anna Brochet (Counseling), Kevin Degnan (Humanities), Roxanne McCoy (Human Resources), and Ryan Turner (Chemistry).
- **Outstanding Adjunct Faculty Award:** Coordinated nominations, selections and fundraising for Annual Outstanding Adjunct Faculty Award (Mediha Din) and Achievement Awards for Distinguished Teaching (Dustin Black, Gary Kohatsu, and Katherine Maschler). Implemented inaugural cash award for Outstanding Adjunct (\$500). Nominated Outstanding Adjunct for 2015 Hayward Award sponsored by the Academic Senate for California Community Colleges.
- **Academic Rank:** Submitted revised Academic Rank for college faculty which was approved by Academic Senate.
- **Campus Initiatives:** Supported campus-wide initiatives, such as the Student Success Initiative, with events, resources and by participating in the planning process.

Spring 2015 Projects:

- **Flex Day:** Collaborated with Professional Development to design, organize and implement Professional Development/Flex Day: “Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education” with Dr. Kathleen Gabriel
 - In response to recent events and faculty concerns, coordinated workshop, “It Takes a Village: Campus Safety and Security,” presented by Chief Michael Trevis, Dr. Jan Schaeffer, Rocky Bonura, Jaynie Ishikawa, Michelle Arthur, and Dustin Black (moderator).
 - Collaboratively design and organize Fall Flex Day.
- **Getting the Job:** Provide workshop for adjunct faculty, “Getting the Job, Part II: The Interview,” including panel discussion and mock interviews. Panelists include Associate Dean Elise Geraghty (Humanities), Mary Beth Barrios (Counseling), Kevin Degnan (Humanities), Renee Galbavy (Psychology), Megan Granich (Math), and Ryan Turner (Chemistry).
- **Academic Rank:** Collaborate with relevant campus offices to implement changes to academic rank. Identify faculty achieving new rank and prepare to recognize in fall semester.
- **Great Teachers Seminar:** Collaborate with Professional Development to recruit and select faculty to attend during summer. Implement new application process and incorporate new requirement that attendees present at Fall Flex Day.
- **Faculty Book Club:** Club will be on hiatus for spring semester. Make plans for fall.
- **Campus Initiatives:** Continue to support campus-wide initiatives, such as the Student Success Initiative, with events, resources and by participating in the planning process. Collaborate with Basic Skills to recruit faculty to attend National On Course Conference (April 16-18 in Anaheim) and a follow-up ideas exchange.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: January 15, 2015

MEMBERS PRESENT

- | | |
|--|---|
| <input checked="" type="checkbox"/> David Brown - ECCE | <input checked="" type="checkbox"/> Dawn Reid – Student & Community Adv. |
| <input checked="" type="checkbox"/> Alice Grigsby -Management/Supervisors | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Jessica Siripat – ASO, Student Rep. |
| <input checked="" type="checkbox"/> Dipte Patel – Academic Affairs | <input checked="" type="checkbox"/> Lance Widman - Academic Senate |

Other Attendees: Members: Emily Rader, Jackie Sims **Support:** Francisco Arce, Linda Beam, Jo Ann Higdon **Guest:** Bob Klier

The meeting was called to order at 1:05 p.m.

Announcements- R. Natividad

1. The Student Equity Plan went to the board in December and was approved. Please send questions or comments to Dr. Nishime. She was unable to attend today’s meeting.

Approval of December 4, 2014 Minutes

1. The minutes were approved as presented and will be posted on the portal and website.

TracDac Planning Update – Bob Klier

1. The general timeline was reviewed. January is the annual planning date for program plans to be forwarded into unit plans. The programs should be meeting with their units to prioritize items and put them into the unit plans on February 15. The unit plans should be complete. These will be forwarded to the vice presidents’ area plans.
2. TracDac is being used for program review and planning. Last semester trainings have been conducted at the El Camino and Compton campuses. Videos have also been constructed for anyone needing additional assistance with this process instead of the user guides. More training will also be forthcoming.
3. A substantial number of programs are in TracDac at this point. B. Klier and I. Graff will be working with a number of people in the next two weeks to get the remainder of the program plans in TracDac. It noted again that unit plans are due on February 15.

PBC Responsibilities – R. Natividad (handout)

1. A handout was distributed listing the Planning and Budgeting Committee’s responsibilities. For the sake of relevancy, the committee was asked to review the information and see if the information is still relevant and whether we need to change the goals or specific responsibilities with regards to planning.
2. It was noted these responsibilities were in existence for new members and we definitely should keep the responsibilities so people are aware of expectations for the committee. The mission

statement has been changed and will be corrected on the next handout. A revised draft will be brought back to a future meeting. It was also suggested having a discussion on each section at a future meeting on how well we are accomplishing everything.

Budget Update – J. Higdon (handouts)

1. On December 4th, a document was distributed to the committee on sound fiscal management accountability. The committee was invited to review the supporting documents located in J. Higdon's office if needed. This information will need to be taken to the board in February for approval. The committee was reminded if there is anyone with questions on the document to please contact J. Higdon.
2. Information was presented from the joint budget workshop VP Higdon attended. A handout showing the 2015-16 budget proposals was distributed. The following was reported:
 - a. The growth formula was not meeting the needs of the legislature. The Chancellor's office mentioned it may delay implementation until a better formula can be designed.
 - b. The SSSP match in the future was acknowledged by the Chancellor's office. It was recognized that districts will have difficulty continuing to meet the obligation of matching funds. It was not shared if a match was going to be required or what it would be if there was a match. No timeline was given by which the match determination will be made.
 - c. It was discussed how spending was going to be managed for all the SSSP money and equity plan money with the short timeline which was given. It was noted that three additional months have been added on to the SSSP spending deadline. It was acknowledged that all of the districts were requesting a six-month extension for spending the money.
 - d. Throughout the state, there has been discussion that there needs to be less growth money and more COLA. It was noted the governor will be giving us more money for increased student access (2% growth). It appears it will be across the board or continued restoration on what was taken away. This additional money is likely to be a one-year spike so we should not expect the same funding for upcoming future years. It was reminded we should be saving money to pay for STRS, PERS, scheduled maintenance and instructional equipment.
 - e. The group was reminded that Prop. 30 will be expiring in the near future. The sales tax portion of Prop. 30 expires December 31, 2016. The income tax portion expires December 31, 2018.
 - f. The Department of Social Services is disappointed because they are not being restored to their former levels. Community colleges are receiving the vast majority of money. There is a lot of pressure at the legislative level from the social services area of our system that they are not getting their fair share.
3. The letter from Dan Troy specifying the proposed 2015-16 augmentations for community colleges was reviewed.
 - a. Student success funds will be split evenly between Student Success and support program (SSSP) and Student Equity Plans.
 - b. An increase of \$125 million to increase base allocation funding.
 - c. An increase of 106.9 million to increase student access.
 - d. A COLA adjustment of 1.58%.
 - e. Funding of \$49 million for CDCP rate equalization.

- f. Funding of \$48 million for career technical education which would be a one-time funding.
- g. Funding of \$29.1 million for apprenticeship programs.
- h. Funding of \$39.6 million for Prop. 39. These funds support projects and workforce development related to energy sustainability. We do not know what exact projects at this point will be funded. Our portion would be \$450,000.
- i. A funding of \$94.5 million for retired deferrals was noted. This helps us from borrowing money. This in theory will pay off all of the deferrals.
- j. One-time fund of \$353.3 million was listed to pay down outstanding mandate claims. They are behind on this and haven't paid anything for eight or nine years.
- k. There was a major policy change for adult education. The governor has proposed a \$500 million Adult Education Block Grant to fund courses in elementary and secondary basic skills, citizenship, ESL, programs for adults with disabilities, short-term CTE programs, and programs for apprentices. There will be an emphasis on the need for course offerings to be linked with regional economic needs and provide clear pathways to in-demand jobs. The Chancellor and the Superintendent of Public Instruction will jointly approve allocation of funds to each consortium, with an emphasis on providing funds to regions with the greatest need for adult education.

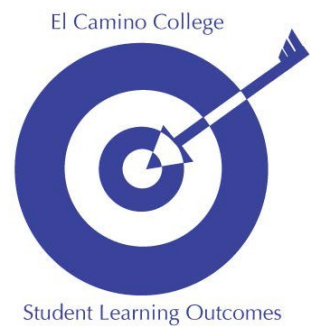
Enrollment Update – F. Arce (handout)

1. The funded FTES cap was projected at 19,209 but actually came in as 19,000. We shifted FTES from this year into last year in order to reach our cap. With the borrowed FTES deficit of 291 we estimated the academic year FTES goal at 19.5. It usually fluctuates between 19.3 and 19.5 FTES.
2. Currently for the spring 2015 semester, 50 to 60 classes had to be cut. The students are not filling the seats like they were at census last year. It is too early to surmise the reason for the low seat fill at this point. A task for the research office will be to look at the trends and see where the losses in students are occurring.
3. An all-out push is needed to help get students enrolled. The fill rate for this spring is softer than last spring by 4%. The projected FTES are down 9.3% from our target of 8,550. We need to increase our FTES significantly between now and the end of week two. It is believed we will receive an increase in enrollment because the 1,000 students who applied for school during the winter break were not allowed to register for classes until January 12. A glitch in the registration process prevented these new students from receiving registration appointments. It is anticipated we will see an increase in enrollment during the first week or two of the semester as these students get to enroll in their classes. Surrounding colleges are up in enrollment so it is a concern as to what is being done to reach students in order to entice them to enroll.
4. The enrollment for the Compton Center was reviewed. It is not believed that the 6,742 FTES goal will not be reached. It is projected that 900 FTES will be shifted (or all of summer) into this year from next year
5. It was stated the faculty can play a major role. They can help become more involved in recruiting.

Adjournment – R. Natividad

1. The meeting adjourned at 2:05 p.m. The next meeting will be **February 5, 2015, at 1:00 p.m.**, in Library 202

ALC Recommendations For Best Practices: Adjuncts and the SLO Process



The following has been compiled by the ALC after reviewing effective SLO practices, specifically those that improve SLO communication with our adjunct faculty.

General Recommendations:

- ❖ Communicate to all faculty that the most updated information regarding statements and timelines is in TracDat.
- ❖ Personal communication between adjuncts and faculty course leads is the most successful approach, both in communicating assessment expectations, as well as follow-up on the results and action plan(s).
- ❖ Department reps and faculty leads are not responsible for performing the assessment or entering information into TracDat per se (reasonable exceptions could include multi-section assessments).

Procedural Recommendations:

- ❖ Flex Day communication – hard copy packet:
 - SLO statements
 - Specific SLO assessment for that semester with lead faculty name
 - Training schedule for the semester
- ❖ By mid-semester – Dept. reps/faculty leads communicate with adjuncts:
 - Rubric
 - Recommended method of assessment
- ❖ Follow-up email from lead faculty (by Week 12):
 - Same SLO assessment information as above
 - Link to SLO website for TracDat template/link and resources

Unit Assessment Report - Four Column

El Camino College

El Camino: PLOs (BSS) - Childhood Education

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
<p>El Camino: PLOs (BSS) - Childhood Education - PLO #4 Designing Environments for Children - Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children PLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 07/05/2013 PLO Status: Active</p>	<p>Assessment Method Description: Students are observed weekly and formally evaluated by the Practicum Instructor and the Mentor Teacher at midterm and again at the end of the semester. Assessment Method: Field Work/Internship Standard and Rubric: 100% of students will score a 2, 3 or 4 on the rubric 80% will score a 3 or 4 on the rubric. Final Eval with Rubric is attached.</p> <p>Related Documents: PLO#4--Final Ratings.docx</p>	<p>12/12/2012 - The scores from the mentor teacher and the practicum instructor were averaged for the categories relating to this PLO. 80% of students scores a 3 or 4 in in the following categories: 1. Activity plans are developmentally appropriate. 2. Activities are well-organized. 3. Activities provide choices for children. Students fell below the standard in the following two categories: 1. Activities demonstrate creativity and resourcefulness. 2. Activities encourage imagination and creativity. **Although not formally on the evaluation, several mentors mentioned that student teachers were not skilled at using transitions activities effectively. The practicum instructor observed this as well. Standard Met: No Semester of Current Assessment: 2012-13 (Fall 2012) Faculty Assessment Leader: Janet Young Courses Associated with PLO Assessment: CDEV 125, 126, 169</p>	<p>03/25/2013 - Develop a lecture and discussion in the practicum class on the importance of helping children develop their imaginations by presenting opportunities to participate in creative and imaginative activities. Explain the differences between creative art/art and creative movement and movement. Provide examples for each. Action Category: Teaching Strategies Follow-Up: 09/27/2013 - The lecture on creativity and imagination was refined and presented to the class. Examples of creative art v art and creative movement v movement were presented. Students were reminded to review their course portfolios prior to developing their lesson plans at their practicum sites.</p> <p>02/15/2013 - Discuss the issue of creativity with Childhood Education faculty and discuss ways to encourage students to be more innovative and creative with their activity plans. Action Category: Teaching Strategies Follow-Up: 02/14/2013 - ECC and Compton faculty met on flex day and discussed the issue of creativity. They plan to emphasize the need move past typical, common activities and to think more creatively when developing learning activities for children. The activity plan guidelines will be revised to elicit more creative ideas from students.</p>

02/14/2013 - College should continue to support the Teacher Resource Room and the SuperTutor Program so that students can utilize the materials, equipment and services so they can research and develop creative and innovative activities for the children.

Action Category:
Program/College Support

Follow-Up:

09/01/2013 - CTEA funding for the SuperTutor program was awarded to the Department.

03/15/2012 - Develop a group activity on transitions. Explain transitions, provide examples, and then have students brainstorm ideas in groups. As each group reports out, create a "class list" of transitions and then email to all students.

Action Category:
Teaching Strategies

Follow-Up:

09/19/2013 - The group activity was presented and transitions activities were generated, class list was developed and emailed to the students.

Assessment Method Description:

Describe the Planned Program SLO Assessment
A 10-question, non-graded survey was developed based on the developmentally appropriate practices endorsed by the National Association for the Education of Young Children (NAEYC). The questions were designed to require high levels of critical thinking skills in order to determine if the concepts in child development were "developmentally appropriate", Developmentally Inappropriate. They were also given the opportunity to mark "Do Not Know." Students were given a scantron so they could record their answers.

Assessment Method:

Exam/Test/Quiz

Standard and Rubric:

10/02/2013 - N= 217 students

Question % Correct

1. 87%
2. 95%
3. 94%
4. 98%
5. 86%
6. 94%
7. 97%
8. 74%
9. 96%
10. 88%

We seemed to have pretty high percentages, and we do not believe our quiz was "too easy." The lowest percentages were 74%, 86%, and 87%.

Comments/Feedback regarding these three questions is listed below.

It appears as if our correct responses are quite high,

12/02/2014 - Ensuring the questions are clearly understood by all learners is vital. When this When this SLO is assessed in the future, we will have a box where students can indicate if they are an ESL student. If we track those particular answers, we might better be able to support their learning by emphasizing key terms, and making sure that tests and projects are clear for all learners.

Action Category:
SLO Assessment Process

It is expected that 80% of students will score 80% or above on each question.

Related Documents:

[PLO #4 Assessment 10 Question Quiz.docx](#)

indicating that we must be covering D.A.P. in our classroom lectures, discussions, readings, and/or assignments.
Question Number 1 (87% correct): It is our experience that when the word "not" is used in quizzes/exams, that occasionally ESL learners do not answer these questions correctly. They often come up to my teacher desk to ask me to clarify the "not" questions. Maybe we should have reworded it. Also, the question might have been interpreted as correct by some students who understood the question to mean that you do not point out children and their differences (ie: different culture) which might make them feel awkward.
Question Number 5 (86% correct): This answer might be influenced by cultural variations. Whether or not babies should be separated from each other might be determined by one's cultural background.

Question Number 8 (74% correct) I think the word "theoretical" here might have lead some students to believe that since theory is involved, that it must be a "correct" answer. It also includes a statement about meeting the "developmental milestones" which might lead a student to believe that the answer is true/correct because we address this topic in classes. It also is worded that a child should not fall behind, which students might support.

We believed this assessment was valid in spite of some potential cultural influences for two of the questions. The high percentages of correct answers indicates that we are collectively successful teaching the subject matter regarding D. A.P. (Developmentally Appropriate Curriculum) in our classes.
We are not sure if allowing students to choose "Don't Know" was appropriate. We did not have a way to capture the difference between those who answered incorrectly and those who listed I don't know as the answer.

Standard Met:

No

Semester of Current Assessment:

2011-12 (Spring 2012)

Faculty Assessment Leader:

Susan Baxter

Faculty Contributing to Assessment:

Michelle Moen, Jennifer Montgomery, Janet Young, Paul Harley, Alec Colchico, Jocelyn Tucker

Courses Associated with PLO Assessment:

CDEV 108, 112, 114, 116, 118, 125, 126, 169

12/02/2013 - Contact the Faculty Development Committee and recommend that they provide workshops on strategies for assisting ESL students in the classroom.

Action Category:

Program/College Support

12/02/2013 - Contact the Learning Resource Center to find out the types of resources available specifically to ESL students.

Action Category:

Program/College Support

10/02/2013 - The department will discuss the results and will integrate each of these concepts into their lectures and activities more thoroughly.

Action Category:

Teaching Strategies

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Description: Two assessment methods will be used. A 20-question survey and the results from the evaluations of Children's Day and Story Hour.</p> <p>Assessment Method: Multiple Assessments</p> <p>Standard and Rubric: 80% of students will score 80% or above on each measure.</p> <p>Related Documents: PLO#4 Student Survey Spring 2014.doc PLO #4 Childrens Day Assignment.docx</p>	<p>09/09/2014 - 1. A total of 24 students participated in Story Hour or Children's Day the assignment was 100 points and the average was 85%. Most deductions were due to the assignment write up, not the activity. The standard of 85% was clearly met.</p> <p>2. Faculty developed a 20-question survey for students. The survey was administered at the end of the Spring semester. The analysis for the PLO is quite extensive and is attached. It reflects the professor's comments and discussions of the main findings that led to our action plan. N= 247 students.</p> <p>NOTE: Based on our last assessment, we removed the terms "not" from the survey questions as much as possible as we believed them to be confusing (especially for ESL students) and removed the option of "don't know" as an answer as we felt this did not provide us with accurate information.</p> <p>Standard Met: No</p> <p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Susan Baxter and Michelle Moen</p> <p>Courses Associated with PLO Assessment: CDEV 104, 108, 112, 114, 115, 117, 119, 125, 126, 131, 169</p> <p>Related Documents: PLO #4 SP 2014 Data Analysis.docx</p>	<p>12/11/2018 - When this PLO is assessed again, limit the respondents to students who have completed a certain amount of units (12-15-18)? This seems more fair and would give us cleaner data overall when this is assessed again.</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>08/01/2017 - Restore the Child Development Center as an ECC Lab School</p> <p>Action Category: Program/College Support</p> <hr/> <p>08/25/2016 - Develop Department Philosophy Statements on Key Topics such as Media, School Readiness, Spanking, TV, Brain Development</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/12/2014 - Integrate the terms and examples of Developmentally Appropriate Practices (DAP) and Inappropriate Practices (DIP) in classes in a more "intentional" manner.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>12/01/2014 - Secure Funding for SuperTutors from the College</p> <p>Action Category: Program/College Support</p> <hr/> <p>12/01/2014 - Develop "Important Terms" Check List</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>10/15/2014 - Meet with PACE Site Supervisor to develop a working relationships with PACE as observation</p>

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
			<p>and practicum site to allow students much needed practical experiences.</p> <p>Action Category: Program/College Support</p>



El Camino College/Compton Education Center
 Child Development 169
 Final Evaluation Form

Rating Criteria

- 1** - Little or No Growth Observed in this Area (Substantial Improvement Needed)
- 2** - Some Growth Observed (Still Needs to Work on this Area)
- 3** - Substantial Growth Observed (Student Demonstrates Basic Competency in this Area)
- 4** - Mastery (Student is Consistently Proficient in this Area)

N= 5	Final Rating				
Professional Qualities	N/A	1	2	3	4
Arrives on Time					100%
Stays for the Entire Period					100%
Dresses Appropriately					100%
Follows Through on Commitments					100%
Is Flexible When Routines or Plans Change					100%
Demonstrates Resourcefulness				20%	80%
Demonstrates a Professional Attitude					100%
Demonstrates Confidence				40%	60%
Reflects Upon Own Performance in Order to Improve					100%
Working with Adults					
Communicates Effectively with Other Adults				20%	80%
Cooperates with Other Adults					100%
Accepts Direction and Suggestions					100%
Anticipates When Help is Needed				20%	80%
Asks for Help When Needed				20%	80%
Working with Children					
Creates a Warm and Accepting Environment					100%
Uses Encouraging Language					100%
Engages Children in Conversation as appropriate					100%
Speaks Clearly and Appropriately					100%
Safety Measures are Followed					100%
Health Measures are Followed					100%

El Camino College and El Camino College Compton Center Student & Community Advancement

Proposed Entities for Service Area Outcomes*

*Each program required to submit a Program Review is required to have at least three (3) Service Area Outcomes (SAOs) and at least one for each entity within their unit – see below.

1. Admissions & Records.....4 SAOs
 - SAO #1 - Evaluations
 - SAO #2 - Registration
 - SAO #3 - Residency
 - SAO #4 - Transcripts

2. Assessment and Testing.....3 SAOs

3. Athletics.....3 SAOs

4. California Work Opportunity and Responsibility to Kids Act (CalWORKs).....3 SAOs

5. Community Advancement (**ECC only**).....3 SAOs
 - SAO #1 - Community Education
 - SAO #2 - Contract Education
 - SAO #3 - Community Education or Contract Education

6. Counseling.....ECC 6 SAOs/COM 3 SAOs
 - SAO #1 - Career Center
 - SAO #2 - General Counseling
 - SAO #3 - Project Success (**ECC only**)
 - SAO #4 - Puente Project (**ECC only**)
 - SAO #5 - Student Enhancement Program (**ECC only**)
 - SAO #6 - Transfer Center

7. Extended Opportunity Programs and Services (EOPS).....3 SAOs
 - SAO #1 - Cooperative Agencies Resources for Education (CARE)
 - SAO #2 - EOPS
 - SAO #3 - EOPS or CARE

8. Financial Aid.....3 SAOs

9. First Year Experience.....3 SAOs

10. Foster Care.....3 SAOs

11. Foundation and Scholarship (ECC only).....	3 SAOs
12. Grants (ECC only).....	3 SAOs
13. International Student Program (ECC only).....	3 SAOs
• SAO #1 - El Camino Language Academy (ECLA)	
• SAO #2 - International Student Program (ISP)	
• SAO #3 - ECLA or ISP	
14. Institutional Research & Planning.....	3 SAOs
15. Library and Learning Resources Unit.....	3 SAOs
16. Outreach and School Relations/Enrollment Services.....	3 SAOs
17. Special Resource Center (ECC Compton Center only).....	3 SAOs
18. Student Development/Student Life.....	ECC 4 SAOs/COM 3 SAOs
• SAO #1 - Associated Student Body/Associated Student Organization	
• SAO #2 - Auxiliary Services Board (ECC only)	
• SAO #3 - Inter-Club Council (ECC only)	
• SAO #4 - Student Discipline	
18. Veterans Affairs (ECC only).....	3 SAOs

El Camino College
SAO Grand Total: 56

El Camino College Compton Center
SAO Grand Total: 40

INSTRUCTIONS FOR TracDat Data Entry
(per TRAINING – 6/12/14 – 1:00 – 2:17pm –Bob Klier/Robin Dreizler)

Click on **Google Chrome**. (Best with Google Chrome or Firefox; IE not recommended.)

Go to **ECC Home Page**. (Type www.elcamino.edu into Google browser.)

Click on **Learning Outcomes** under Information.

Click on **TracDat** in left column.

Log in using regular ECC **User ID** and **Password**.

For **Assessment & Testing**: At top of screen: Selected Unit: El Camino: SAO's (SCA) – Assessment & Testing (Otherwise, select your **Unit** from drop-down menu. SAO Units are at bottom of listing.)

Click on **Unit Plan** tab (top row).

Click on **Add New SAO** (at bottom of page).

Enter SAO Name and SAO.

Click on Academic Year.

Click on SAO status (Active vs Inactive).

Enter Input Date.

Leave Inactive Date blank for now.

Click on **Save Changes** (at bottom of page).

[Be sure and save everything, as the program does not automatically save entries like Plan-Builder does. At top of screen, it will say, "SAO saved".]

Click on **Related ILO's and Strategic Initiatives** (second row).

Check appropriate items.

Click on **Save Changes**.

Click on **Assessment Methods** (second row).

Click on **Add New Method(s) Used To Measure SAO** (at bottom of page).

Click on drop-down menu and choose Assessment Type.

Describe Method(s) Used To Measure SAO.

Indicate Target/Standard For SAO.

List Participants in SAO Assessment.

[There should be a check mark in Active box.]

Click on **Save Changes**.

[At top of screen, it will say "Methods(s) Used to Measure SAO" saved.]

To change info – go back to SAO's, edit.

Click on **Assessment Results & Analysis** tab (top row).

Click on **Add Assessment Results & Analysis** (bottom of page).

Click on select to the right of appropriate SAO (if more than one is listed).

Click on select option again.

In box for **Assessment Results & Analysis**, enter short "executive summary" of SAO results.

Click on **Date**.

Indicate if **Target/Standard Met** (Yes or No)

Choose Year of Current Assessment

Click on **Save Changes**.

[Does not say "saved", but **Save Changes** is greyed out.]

Click on **add Planned Action**

(half-way down on the right)

Add one action at a time. (Don't add too many.)

(Separate, brief, concrete.)

Click on **Save changes**.

[There is a **add Follow-Up** option to the far right.]

Click on **Reports**.

Unit Assessment Report – Four Columns

Click on run. Do not fill in any of the fields, just click on **Open Report**.

To add documents:

Click on **Documents**.

Select **Related Documents**.

Click on File, browse, choose and open document, save.

To go BACK a screen– use top left tab at screen where it says TracDat Enterprise v4 8.8.

El Camino College	
Service Area Outcomes (SAO) Assessment Report	
<i>College Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>	
SCA/Administrative Unit	Date of Report: <i>Enter the date this report was completed.</i>
SAO Statement(s)	<i>Enter a SAO # followed by a 2-3 word description of the SAO (e.g. "SAO #1 - Applying Career Knowledge "). Then, enter your complete SAO statement here.</i>
SAO is Aligned with Strategic Initiatives (check all that apply): A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/>	
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 <input type="checkbox"/> ILO 2 <input type="checkbox"/> ILO 3 <input type="checkbox"/> ILO 4 <input type="checkbox"/>	
Participants in SAO Assessment	<i>List all personnel who have been involved in this assessment.</i>
Method(s) Used To Measure SAO	<input type="checkbox"/> Data Analysis <input type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input type="checkbox"/> Survey/Questionnaire <i>Choose an item that most closely relates to your assessment method. In a sentence or two, describe the planned course SAO assessment.</i>
Target/Standard For SAO	<i>Describe the target you will use to determine success in your assessment. This target for student success should be based on a clear standard. For example: BASED ON PERCENTAGE – "It is expected that 85% of students will score 75% or above on the post-test." BASED ON RUBRIC – "It is expected that 75% of students will score 4 or above on the rubric for this SAO."</i>
Frequency/Timeline of Assessment	<i>Select the semester and year this SAO is scheduled to be assessed. You may select multiple semesters.</i>
Assessment Results and Analysis	<i>What are the results of your assessments? Provide the assessment data. Summarize the patterns observed in the data. What were the most important findings?</i>
Target Met/Not Met	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Was the target you set in the Target/Standard For SAO section met? Note: We have as much to learn from meeting our targets as we do in not meeting them. This process is about continuous improvement.</i>
Planned Actions as a Result of Assessment & Analysis	<i>If assessment results indicate any needed changes, describe them here. Describe any needed changes in delivery of services, any needed resources/support from the program/college, and any needed changes to the SAO process. For any Planned Actions, list the date you plan to have this action completed.</i>
Follow-Up on Previous Planned Actions	<i>Review any previous Assessment Data, Analysis, and Actions and compare to current Assessment Data and Analysis. Were the preceding Actions implemented? Describe any changes to student learning/behavior and any impact of the previous Actions. Have the Planned Actions been changed based on any new data or analysis? Have any additional Actions been added or implemented?</i>

You may attach any documentation related to the SAO and/or SAO assessment (e.g. rubric, survey questions) as a 'Related Document' in TracDat.

How to Use this Template: If you wish, you may fill out this template and transfer the information into TracDat once it is complete. This is a WORD document. Fields will expand as you type.

How to Log into TracDat: <https://elcamino.tracdat.com>. Use your ECC or Compton log-in and password.

Online Education Initiative (OEI)

Chancellor's Office

Chancellor's Office Technology Initiatives

1. OEI
2. Common Assessment Initiative
3. Education Planning Initiative

OEI goal to improve degrees, transfer, access, quality, success, retention, consistency between courses and campuses, online student services, costs, convenience.

Online Education Initiative (OEI)

Components

1. Online Course Exchange (pilot stage)
2. Online Student Services (some piloting)
3. Common Course Management System (decision in Spring, pilot in fall)
4. Professional Development

Participation is a local decision. Our Senate should be prepared to work with the Distance Ed Advisory Committee, the VPAA and administrators when the time comes to decide.

Piloted Courses for the Exchange

48 sections, max of 1,900 students.

Courses were approved by an OEI subcommittee using a rubric designed for course approval.

OEI Pilot Courses: Sorted by Start Date

Date as of: 2/26/15

Summary Data:		Total Sections:	48	Total Class Max:	1900	Average Class Max:	39.58	End Date:	3/13/15	Class Max Course Manage Pilot Group
College	Term	Course	Section#	C-ID Number	Instructor	Last Instructor	Fin Type	Start Date	End Date	Class Max Course Manage Pilot Group
Banlow Community College	Spring 2015	ADJU	1	AJ 110 - Introduction to Criminal Justice	Burnham	Burnham	Short-term co.	1/12/2015	3/13/15	50 Moodle
Columbia College	Spring 2015	ENG	1A	ENGL 100 - College Composition	Smith	Avon	Semester	1/12/2015	5/21/15	35 Blackboard
Columbia College	Spring 2015	HIST	16	HIST 136 - United States History to 1877	Martin	Curtis	Semester	1/12/2015	5/21/15	35 Blackboard
Columbia College	Spring 2015	PSYC	1	PSY 110 - Introductory Psychology	Fuchs/Kirk	Smith	Semester	1/12/2015	5/21/15	35 Blackboard
Hennell College	Spring 2015	ECO	5	ECON 201 - Principles of Macroeconomics	Expando-Luna	Christina	Semester	1/19/2015	5/20/15	50 Canvas
Hennell College	Spring 2015	ADU	1	AJ 110 - Introduction to Criminal Justice	Bentzen	Lindsey	Semester	1/20/2015	5/28/15	45 Canvas
Hennell College	Spring 2015	ECO	1	ECON 202 - Principles of Macroeconomics	Expando-Luna	Christina	Semester	1/20/2015	5/20/15	50 Canvas
Maricopa College	Spring 2015	ENGL	100	ENGL 100 - College Composition	Michael	Curry	Semester	1/20/2015	5/23/15	25 Blackboard
Maricopa College	Spring 2015	HIST	111	HIST 146 - United States History from 1865	Sleeper	Christophers	Semester	1/20/2015	5/23/15	40 Blackboard
Sacramento College	Spring 2015	ENG	1A	ENGL 100 - College Composition	Avary	Maria	Semester	1/20/2015	5/21/15	35 Blackboard
Sacramento College	Spring 2015	PHI	1	PHIL 100 - Introduction to Philosophy	Smith	East	Semester	1/20/2015	5/21/15	45 Blackboard
Sacramento College	Spring 2015	PS	1	PSOL 110 - Introduction to American Government and Politics	Wesley	Jonathan	Semester	1/20/2015	5/21/15	45 Blackboard
Calabro College	Spring 2015	ANTHR	2	ANTH 120 - Introduction to Cultural Anthropology	Claustein	Heather	Semester	1/20/2015	5/23/15	44 Blackboard
Calabro College	Spring 2015	CJ	1	AJ 110 - Introduction to Criminal Justice	Feld	Jamie	Semester	1/20/2015	5/23/15	40 Blackboard
Calabro College	Spring 2015	SOC	1	SOCI 110 - Introduction to Sociology	Roberts	Li	Semester	1/20/2015	5/23/15	50 Blackboard
Chicoe College	Spring 2015	ECON	102B	ECON 201 - Principles of Macroeconomics	Moslin	Tris	Semester	1/20/2015	5/21/15	40 Blackboard
Chicoe College	Spring 2015	ENGL	101A	ENGL 100 - College Composition	Vetter	Jacelyn	Semester	1/20/2015	5/20/15	30 Blackboard
Chicoe College	Spring 2015	PSY 10	101	PSY 110 - Introductory Psychology	Cooper	Sarah	Semester	1/20/2015	5/18/15	40 Blackboard
Monterey Peninsula College	Spring 2015	EG-EG	1	EGEV 100 - Child Growth and Development	Johnson	Mary	Semester	3/30/2015	6/1/15	45 Moodle
Monterey Peninsula College	Spring 2015	ECON	4	ECON 201 - Principles of Macroeconomics	Albert	Shawn	Semester	3/30/2015	6/1/15	35 Moodle
Monterey Peninsula College	Spring 2015	POLS	1	POLS 110 - Introduction to American Government and Politics	Van Zandt/Spann	Parvella	Semester	3/30/2015	6/1/15	40 Moodle
Rio Hondo College	Spring 2015	Cultural An	102	ANTH 120 - Introduction to Cultural Anthropology	Reuter	Jill	Semester	3/30/2015	5/20/15	45 Blackboard
Rio Hondo College	Spring 2015	Economics	101	ECON 202 - Principles of Macroeconomics	Prewit	Dezire	Semester	3/30/2015	5/20/15	45 Blackboard
Antelope Valley College	Spring 2015	CIT	102	CEVY 100 - Child Growth and Development	Oventor	Cathy	Semester	3/30/2015	6/01/15	30 Blackboard
Antelope Valley College	Spring 2015	POLS	101	POLS 110 - Introduction to American Government and Politics	Belcher	Nancy	Semester	3/30/2015	5/11/15	40 Blackboard
Antelope Valley College	Spring 2015	POLS	101	POLS 110 - Introduction to American Government and Politics	Belcher	Nancy	Semester	3/30/2015	5/11/15	40 Blackboard
Antelope Valley College	Spring 2015	POLS	101	POLS 110 - Introduction to American Government and Politics	Belcher	Nancy	Semester	3/30/2015	5/11/15	40 Blackboard
College of the Canyons	Spring 2015	PHIL	101	PHIL 100 - Introduction to Philosophy	Arnes-Caffari	Andrew	Short-term co.	3/30/2015	3/14/15	35 Blackboard (S)
Pace College	Spring 2015	CO	1	COEV 100 - Child Growth and Development	Bass	Wendy	Semester	3/30/2015	6/7/15	45 Moodle
Pace College	Spring 2015	POLSCI	1	POLS 110 - Introduction to American Government and Politics	Gubwin	Anthony	Semester	3/30/2015	6/7/15	40 Moodle
Pace College	Spring 2015	SOC	1	SOCI 110 - Introduction to Sociology	Hoffler	Mila	Semester	3/30/2015	6/7/15	40 Moodle
West Los Angeles College	Spring 2015	ECON	1	ECON 201 - Principles of Macroeconomics	Campbell	Kaycee	Semester	3/30/2015	6/7/15	40 Canvas
West Los Angeles College	Spring 2015	ECON	2	ECON 202 - Principles of Macroeconomics	Mulcock	Rita	Semester	3/30/2015	6/7/15	40 Canvas
West Los Angeles College	Spring 2015	GEOL	1	GEOL 100 - Physical Geology	Woodhams/Don	Bonnie	Semester	3/30/2015	6/7/15	40 Canvas
Imperial Valley College	Spring 2015	ENGL	110	ENGL 100 - College Composition	Treco	Xochitl	Semester	3/17/2015	6/23/15	28 Blackboard Lab
Imperial Valley College	Spring 2015	ENGL	120	ENGL 100 - College Composition	Morris	Ashley	Semester	3/17/2015	6/23/15	28 Blackboard Lab
Imperial Valley College	Spring 2015	HIST	120	HIST 136 - United States History to 1877	Wainwright	Mary Jo	Semester	3/17/2015	6/23/15	35 Blackboard Lab
Victor Valley College	Spring 2015	C-IDY	100	CEVY 100 - Child Growth and Development	Cole	Mariana	Semester	3/17/2015	6/13/15	40 Blackboard
Victor Valley College	Spring 2015	PHIL	101	PHIL 100 - Introduction to Philosophy	Stevier	Mari	Semester	3/17/2015	6/13/15	30 Blackboard
Victor Valley College	Spring 2015	ADJU	1	AJ 110 - Introduction to Criminal Justice	Affonso	Paul	Semester	2/23/2015	6/14/15	50 Moodle/Canvas
Victor Valley College	Spring 2015	ADJU	1	AJ 110 - Introduction to Criminal Justice	Affonso	Paul	Semester	2/23/2015	6/14/15	50 Moodle/Canvas
St. Antonios College	Spring 2015	GEOG	2	GEOG 120 - Introduction to Human Geography	Lobb	Elizabeth	Semester	2/23/2015	6/14/15	30 Moodle/Canvas
St. Antonios College	Spring 2015	GEOG	2	GEOG 120 - Introduction to Human Geography	Lobb	Elizabeth	Semester	2/23/2015	6/14/15	30 Moodle/Canvas
St. Antonios College	Spring 2015	PSYC	1A	PSY 110 - Introductory Psychology	Donella	Michael	Semester	2/23/2015	6/14/15	30 Moodle/Canvas
St. Antonios College	Spring 2015	PSYC	1B	PSY 110 - Introductory Psychology	Smith	Kevin	Short-term co.	3/16/2015	5/20/15	45 Blackboard
Rio Hondo College	Spring 2015	Psychology	2	ECON 201 - Principles of Macroeconomics	Velasco/da	Ramon	Short-term co.	3/23/2015	5/22/15	50 Moodle
Banlow Community College	Spring 2015	MATH	2	MATH 110 - Introduction to Statistics	Vanaman	Sonia	Short-term co.	3/23/2015	5/22/15	50 Moodle
Victor Valley College	Spring 2015	HIST	118	HIST 140 - United States History from 1865	Ellis	Lisa	Short-term co.	4/20/2015	6/13/15	30 Blackboard

Tutoring Vendor: Link-Systems

- Deployed at 4 of 8 pilot colleges.
- College cost TBD

The screenshot displays the Link-Systems International website. At the top left is the Link-Systems logo. A navigation bar includes links for HOME, COMPANY CONTACT INFORMATION, PRODUCT & SERVICES, and SCHEDULE A DEMO. A search bar and LOGIN button are also present. The main content area features the slogan "CONNECT. ENGAGE. LEARN." and a large image of a woman at a laptop. Below this, the "NetTutor" service is highlighted with a list of features: Live, One-On-One Tutoring; Centrally Located Tutors; Available 24/7 for Many Subjects; and Customized Service. A green sidebar on the right lists various services: NetTutor Online Tutoring, WorldWide Whiteboard, WorldWide Gradebook, MyAcademic Workshop, Content Services, and Information Visibility Solutions.

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- Students can purchase online tutoring at a low hourly rate from www.nettutor.com/buytutoring.
- [Contact us for more information.](#)

Tutor Qualifications

Tutors are required to have obtained a four-year degree from an accredited university; however, a master's degree or doctoral degree is preferred. Tutors must have experience teaching the American education system and/or prior experience tutoring American students and helping students succeed. Tutors must also have demonstrated experience/expertise in the subject-area in which the candidate wants to tutor (upper-level courses in the subject area preferred).

Covered Subjects

<i>General Mathematics</i>	<i>Algebra</i>	<i>(Italicized subjects also tutored in Spanish)</i>
<i>Geometry</i>	<i>Trigonometry</i>	Additional subjects may be offered should demand exist.
<i>Calculus</i>	<i>Statistics</i>	
<i>Differential Equations</i>	<i>English Composition</i>	
<i>English</i>	<i>Arts</i>	
<i>History</i>	<i>Foreign Language</i>	Brochure
<i>Astronomy</i>	<i>Chemistry</i>	NetTutor/eCollege
<i>Biology</i>	<i>Physics</i>	BCCC Case Study
<i>Economics</i>	<i>Finance</i>	OSU Case Study
<i>Accounting</i>	<i>Management</i>	SCTC Case Study
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