Susan Dever, President	**Evelyn Uyemura,** VP Educational Policies
Peter Marcoux, President-Elect, VP Legislative Action & Academic Technology Committee Liaison	**David Vakil,** Secretary
Lisa Raufman, VP Faculty Development	**Lance Widman,** VP Finance and Special Projects
	Janet Young, Curriculum Chair

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735
  Elaine Cannon (06-07) Sociology 3574
  Christina Gold (06-07)
  Lance Widman (05-06) Political Sciences 3746
  Michael Wynne (07-08) Psychology 3562
  Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442
  Jacquie Thompson (06-07) CIS 3206
  Tim Miller ( ) Accounting
  Dagmar Halamka ( ) Law

Compton Educational Center
  Saul Panski () History 900-1600 x2560

Counseling – Smith 3442
  Kate Beley (05-06) Counselor 3251
  Ken Gaines (07-08) Counselor 3690
  Lisa Raufman (07-08) Counselor 3435
  Ken Key

Fine Arts – Blackburn, 3715
  Ali Ahmadpour (08-09) Art 3539
  Daniel Berney (06-07) Dance 3657
  Jason Davidson (08-09) Speech 3725
  William Georges (06-07) Theatre 6770
  Chris Wells (08-09) Speech 3723

Health Sciences & Athletics – Haslam 3550
  Nick Van Lue (05-06) HSA 3681
  Kathy Morgan (05-06) Nursing 3285
  Mary Moon (06-07) 3283 (sharing)
  Louis Sinopoli (05-06) Respiratory Care 3248
  Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large
  Carolyn Almos ( ) Theatre
  Gary Robertson ( ) Speech

Humanities – Lew 3316
  Debra Breckheimer (06-07) English 3182
  Lyman Hong (06-07) English 6046
  Karen Larsen (07-08) English 3689
  Peter Marcoux (07-08) 6046
  Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600
  Vic Cafarchia (06-07) Air Conditioning & Refrigeration 3306
  Ed Hofmann (06-07) Machine Tool Technology 3292
  Steve Nothern (06-07) Electronics 3620
  Douglas Marston (07) Electronics 3621, 3611
  George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526
  Susie Dever (08-09) Learning Resources Center 3254, 3514
  Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Goldberg 3200
  Susan Tummers (07-08) Math 6390
  Lijun Wang (06-07) Math 3211
  Greg Scott (08-09) Math
  Judy Kasabian (08-09) Math 3310
  Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343
  Chas Cowell (05-06) Chemistry 6152
  Teresa Palos (07-08) Biology 3354
  Kamran Golestaneh (06-09) Chemistry 3243
  David Vakil (07-08) Astronomy & Physics 3134

Note: Year after Senator's name indicates the last academic year of elected service.

Academic Senate Website

www.elcamino.edu/academics/academicsenate/

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:
1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:
1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.[1]

El Camino College
ACADEMIC SENATE
AGENDA
Feb. 20, 2006

1. **CALL TO ORDER**			12:30
2. **APPROVAL OF MINUTES:** Dec. 2, 2006			
3. **PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS** • Welcome back! • Transitions • Minimum Quals update – ECC & State Disciplines List Review • Program Review update • Board Policy 2510 – current status			
4. **VICE PRESIDENTS' & OTHER REPORTS** a. **EDUCATIONAL POLICIES (Evelyn Uyemura)** b. **FACULTY DEVELOPMENT (Lisa Raufman)** c. **FINANCE & SPECIAL PROJECTS/IBC (Lance Widman)** d. **DEANS' COUNCIL REPORT (Lance Widman)** e. **LEGISLATIVE ACTION (Pete Marcoux)** f. **CURRICULUM (Janet Young)** g. **CEC Faculty Council (Saul Panski)** h. **STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon)** i. **CALENDAR COMMITTEE (Lyman Hong)** j. **ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne)** k. **ACCREDITATION (Arvid Spor, Linda Arroyo)** l. **ENROLLMENT MANAGEMENT (Vice Presidents)**			
5. **UNFINISHED BUSINESS** • Discussion – SLO project • Discussion – Constitution change re change in structure to reflect ECC – CEC partnership			
6. **NEW BUSINESS** • Discussion – Upcoming business •			
7. **ITEMS FROM PREVIOUS MEETINGS** • Resolution on Music Library – as approved 12/2/06 •			
8. **ANNOUNCEMENTS**			
9. **GENERAL DISCUSSION – Topics not on agenda**			
10. **ADJOURN**			2:00

El Camino College
ACADEMIC SENATE
Meeting Packet Table of Contents   Feb. 20, 2006

Academic Senate Meeting Schedule – 2006-07
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

ACADEMIC SENATE MINUTES

December 5, 2006

Attendance (X indicates present, exc = excused, pre-arranged, absence)

Behavioral & Social Sciences		Humanities	
Cannon, Elaine		Breckheimer, Debra	
Gold, Christina	X	Hong, Lyman	
Widman, Lance	X	Larsen, Karen	X
Wynne, Michael		Marcoux, Pete	X
		Uyemura, Evelyn	X

Business		Industry & Technology	
Halamka, Dagmar	X	Cafarchia, Vic	
Miller, Tim		Hofmann, Ed	X
Thompson, Jacquie	X	Kahan, Walt	X
		Marston, Doug	X
		Rodriguez, George	

Counseling		Learning Resources Unit	
Beley, Kate	X	Dever, Susan	X
Gaines, Ken	X	Striepe, Claudia	
Raufman, Lisa	X		

Fine Arts		Mathematical Sciences	
Ahmadour, Ali	X	Ghyam, Massoud	
Berney, Dan	X	Kasabian, Judy	
Davidson, Jason		Scott, Greg	
Georges, William	X	Tummers, Susan	X
Wells, Chris	X	Wang, Lijun	X

Health Sciences & Athletics		Natural Sciences	
Van Lue, Nick / Hazell, Tom		Cowell, Chas	
Morgan, Kathy (sharing)		Golestaneh, Kamran	X
Moon, Mary (sharing)		Palos, Teresa	X
Sinopoli, Louis / Makaru, Roy		Vakil, David	X
Stanbury, Corey	X		

Adjunct Faculty	
Almos, Carolyn	X
Robertson, Gary	X

Ex Officio Attendees: Janet Young, John Baker

Guests: Ann Collette, Linda Arroyo, Saul Panski

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

There were 3 handouts: one from the chancellor's office about associate degree requirement changes, and two related to conferences.

Summary of events during meeting
1. There was much discussion about enrollment and how we can improve it.
2. 10 faculty + 2 full-time temps will be hired next year, possibly more.

3. Music library motion was treated as an emergency and passed.
4. A false statement was made in College Council minutes. See Curriculum report & spread the word.

President's report – Susan Dever (henceforth SD)
1. Pulling two things off of the agenda: Board Policy 2510 and XXXXXXXXXX. Board Policy 2510 will come back later. Will it come next time with procedures? That's unknown. The language doesn't seem to deal specifically with ECC.
2. There will be a senate executive council meeting in January.
3. On page 40 is a list of faculty and co-chairs involved in accreditation. Thank you for serving on the accreditation sub-committees.
4. Susan Dever thanks Chris Nothern and Chris Wells for serving as faculty co-chairs on the Academic Affairs Program Review steering committee.
5. The Enrollment Management plans for both ECC & Compton are in the packet. Take a look at both plans to see which directions the schools are moving in. This item became a discussion item.

Enrollment management discussion
1. Enrollment management is a big concern for Compton because they have a noticeably smaller enrollment, 900 FTES, than in semesters past. They are concerned because they need to achieve a much higher enrollment a few years from now, for funding purposes. The Compton faculty, staff, and management are meeting with members of the local community to help restore Compton's enrollment. Some people in the community that were initially strongly opposed to the partnership and loss of Compton's accreditation are now more accepting of the partnership and are helping to recruit students.
2. ECC's registration is also down. Our current enrollment for Spring is 70% of what it was last year at this time. The state enrollment is declining also. We need to encourage greater enrollment in our classes. SD will soon be asking faculty to help recruit. She will also be asking for additional faculty to help with enrollment management. We need more and broader involvement of faculty in this effort.
3. There is a possible conflict of interest between us recruiting and Compton recruiting (e.g. Compton recruits its students that currently attend ECC). But ECC has a large district with untapped students and Compton does too.
4. We are not tracking students' preferred email addresses, and we are dropping the ball by trying to push ECC's email system instead of the students' preferred address. This idea is stupid. However, if ECC is going to continue to push using ECC's system, faculty must do it, even though the idea is stupid. (Not communicating with students' preferred emails may be leading to less communication with students, and therefore lower enrollment.)
5. We should offer Programs for Adult-Centered Education (e.g. PACE).
6. What has happened to the off-site courses? Some have been taken over by community education.
7. Some students have had trouble registering online. Students were able to log in but not register. The Registration Task Force has noted that there is a limited number of software licenses that can be used at one time. This has caused some registration problem. One suggestion was to buy more licenses, although budgets are tight.

a. One thing that we need to do: entry-level problems aren't being communicated up to the top. An analogy: you can be in a fantastic store, but if customers can't pay for your items, the process has failed. The online registration is something we pushed students to do, yet we don't have enough licenses to support it. This needs to be corrected yesterday.

b. John Baker reported that we have expanded the number of Colleague licenses. We will need to expand the IT budget by $200,000 to support issues like this. He urged people to contact him when issues like this are happening.

8. The Enrollment Management committee consists of the VPs, admissions/records, counseling, ITS, as was as the senate president and other relevant individuals. Let's get more faculty on the committee.

9. How can we pool our knowledge and efforts in the retention area?

10. It is a lot easier to get students that are here now to take more classes than it is to recruit new students.

11. Our primary focus needs to be on academics. If you improve student success, more students will come.

12. We are not recruiting from all of the high schools in our area. There is a reputation that community colleges are not the desirable outcome for students in high school.

13. We are reaching out to the high schools. VP Baker noted that he and VP Arce are meeting with all of the public high school principals and several of the private high schools.

Minutes approved as written

Unfinished Business
Faculty hiring
Pages 29-30 are the prioritized list from the faculty selection committee, which consists of each division's dean and one faculty member from each division. Since this committee voted, the president announced that the first 10 positions will be funded, as well as 2 full-time temporary nursing positions who will have their position for 2 years. One of those 2 will be paid for from a grant, and the other may also. If our enrollment picks up, more faculty may be hired.

There was a concern that this committee's membership may not follow the faculty contract. This concern will be brought to the union.

There is something wrong if a program could disappear if a hire isn't high enough on the prioritization list. It's all about resources vs. funding. CIS is facing a problem like this due to needed hardware resources.

New Business
Music Library – page 26
There has been much discussion about the music library outside of senate. At the last Fine Arts meeting there was a timeline presented that the division will need to honor. Dane Teter has written the motion on page 26 to reflect the wishes of many faculty in the Fine Arts division, and asks the senate to approve it.

SD noted that the library is critically understaffed, being down 2 librarians. Behind-the-scenes work isn't getting done (e.g. cataloging) that is necessary for a fully functioning library. The only place to get more help for the library without hiring new librarians is to move the music library to the general library. The proposal that is now in the works is to move the music librarian, but not the entire music collection, to the general library. Hiring one more librarian, as is proposed above (Faculty hiring), does not solve the problem. They need two librarians. You have to both manage the library's collection and you must catalog the library, and a librarian is needed for each of these tasks.

The proposal takes from one area to relocate to another, which does not solve any problems (but also does not cost any money).

There was much discussion about the tasks the music librarian performs.

Motion to treat as an emergency: moved and seconded by Marston/Marcoux. Approved.
Motion itself: moved by Wells/Marcoux. It was noted that this motion is similar to one the senate approved in June. Motion approved.

Educational Policies Report – Evelyn Uyemura
No report.

Faculty Development – Lisa Raufman
Flex Day is Wednesday, February 7. On Dec 12, will be a joint meeting with staff, administrators, and faculty to allocate one-time funds ($81,000). What will be spent is mainly for conferences.

Finance and Special Projects – Lance Widman
PBC has met frequently in November to make $1 million worth of funding recommendations.

Legislative Action – Pete Marcoux
No report.

Curriculum Committee – Janet Young
In the packet on page 13, college council minutes #4, states that we are adopting Compton center curriculum and making it available here. That statement is false. Please make sure this word is spread.

Revisions to the title 5 regulations, regarding the associates degree. English 1A is now required statewide, but has been here for a while. What is new to us is an increased math requirement, effective Fall 2009. To obtain an AA degree, a student needs a satisfactory grade in intermediate algebra or a similar course at that level. (See handout)

There are four divisions whose terms are up: Fine Arts, NS, I&T, and BSS. New reps are needed by the end of December.

A step in the distance education curriculum review is being eliminated.

10 courses are being developed for Compton. After today's upcoming meeting, the committee will have reviewed 150 courses this semester. *much applause*

Compton Center report – Saul Panski
No report.

Student Learning Outcomes
No report.

Calendar Committee – Lyman Hong
No report.

Academic Technology Committee – Pete Marcoux, Michael Wynne
No report.

Accreditation – Linda Arroyo
On Dec 8 from 12:30-1:30 will be more accreditation training, specifically for the Compton employees in Compton's library. The meeting may be on the 11th in the Board Room. This will be checked.

Enrollment Management – Francisco Arce & John Baker
No report.

Meeting was adjourned at 1:58pm.

EL CAMINO COLLEGE
Office of the President
Agenda for the College Council Meeting of January 22, 2007

1. Minutes of December 11, 2006
2. Board Agenda Review
3. Guidelines for Addressing Disruptive Student Behavior

1. 2006-2007 Goals and Timelines
   a. Define Collegial Consultation and Shared Governance – and communicate to campus community. This was assigned to Dr. Baker with a due date of February 14, 2007.
   b. Resolve how to get information out and responses back to College Council. This will be discussed by College Council on November 27, 2006. Further discussion at December 4, 2006 meeting.
   c. Review Procedure 2510 – Collegial Consultation. This was assigned to Dr. Baker with a due date of February 14, 2007.
   d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. Dr. Spor will bring this to College Council on December 11, 2006.
   e. Build a sense of community. This will be discussed by College Council on January 22, 2007.
   f. Review process of recommendations from other committees. This will be discussed at College Council on November 27, 2006. This was postponed to December 4, 2006.
2. El Camino College Committee Listings – on Portal
   The Committee Listing was reviewed. Committee status will be updated/researched/minutes posted by the identified persons. Each person is to report back at the December 4th College Council meeting.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of November 27, 2006

Present: Dr. Arce, Dr. Baker, Dr. Dever, Dr. Fallo, Dr. Marsee, Mr. Nordel, Dr. Spor, and Ms. Pickens.

<u>Resolve how to get information out and responses back to College Council</u>
Constituents are responsible for bringing information to College Council and reporting back information from College Council. It is unclear whether this is being done effectively or not. A report is given at the beginning of each Academic Senate meeting and could include some information from College Council. Some thought needs to be given as to what items should be brought from the Academic Senate to the Council. The Academic Senate Standard actions may need to be reviewed to see what should be brought to College Council.

There was a question as to why something would go directly to the Board without first coming here. A statement was made at the Board meeting about the issue of trust which was not discussed in College Council. There was a comment that many in Administration believe they are collegially consulting but many faculty do not. There are numerous examples of communication that are ignored.

There was a recommendation that College Council could produce a newsletter similar to the *"Chaparral"* which is produced by Glendale College. The November 2006 issue can be viewed at: http://www.glendale.edu/chaparral/nov06/chaparralNOV2006.pdf. It was reported that this was proposed in the past but there was opposition to it. This will be discussed next week.

The discussion board is still in the works. There will be a statement in the President's Newsletter asking faculty and staff to bring any issues of concern to their College Council representatives for discussion.

<u>Agenda for the December 4, 2006 Meeting:</u>
1. Minutes of November 27, 2006
2. Team Reports
3. College Council Newsletter- Glendale College *"Chaparral"* review
4. Review process of recommendations from other committees.
5. El Camino College Committee Listings on Portal

1. <u>2006-2007 Goals and Timelines</u>
    a. Define Collegial Consultation and Shared Governance – and communicate to campus community. This was assigned to Dr. Baker with a due date of February 14, 2007.

b. Resolve how to get information out and responses back to College Council. This will be discussed by College Council on November 27, 2006. Further discussion at December 4, 2006 meeting.

c. Review Procedure 2510 – Collegial Consultation. This was assigned to Dr. Baker with a due date of February 14, 2007.

d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. Dr. Spor will bring this to College Council on December 11, 2006.

e. Build a sense of community. This will be discussed by College Council on January 22, 2007.

f. Review process of recommendations from other committees. This will be discussed at College Council on November 27, 2006. This was postponed to December 4, 2006.

2. <u>El Camino College Committee Listings – on Portal</u>

The Committee Listing was reviewed. Committee status will be updated/researched/minutes posted by the identified persons. Each person is to report back at the December 4th College Council meeting.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of December 11, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Dr. Dever, Dr. Fallo, Mr. Middleton, Mr. Nordel, Mr. Robertson, Ms. Smith, Dr. Spor, and Ms. Pickens.

1. The Guidelines for Addressing Disruptive Student Behavior have been through Academic Senate and is being reviewed by students. It will then go to Area Councils. A copy will be distributed to College Council.
2. Dr. Marsee and Dr. Arce will meet with Arvid Spor regarding the Planning & Budgeting Committee recommendations.
3. The December Board agenda will include a roll over of the Memorandum of Understanding (MOU) with Compton. We will have clarification points on MOU rather than a contract.
4. The Accrediting Commission made an unannounced visit to Compton. We are not going to have our Substantive Change Report reviewed until the March meeting. There needs to be clarification of roles and responsibilities of Compton Center and Compton Community College District.
5. Mr. Brown will contact Glendale College to find out how their *Chaparral* newsletter is developed. College Council would like to know who is editor and determines what is and isn't published.
6. Dr. Baker, Dr. Arce, Dr. Dever, and Mr. Brown are part of a sub-committee working on the definition of Collegial Consultation. This is one of our goals (Goal a) and a report will be given on February 14, 2007.
7. Process of recommendations from other committees – Ms. Smith mentioned that she does not know what would come here from her Administrative Services Area Council meetings. There was a lengthy discussion about the decision making process. There is a belief that some recommendations that are made toward a decision are not taken into account. There was a suggestion that a procedure/process be developed that would give out an explanation of how a decision was made. It is believed that this might help the way some decisions are received. We will discuss this further to see if we can develop a plan to achieve this.

Agenda for the December 18, 2006 Meeting:
1. Minutes of December 11, 2006
2. Board Agenda Review
3. Review process of recommendations from other committees
4. El Camino College Committee Listings on Portal
5. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007
6. College Council Newsletter- Glendale College *"Chaparral"* review – Don Brown will follow up

1. <u>2006-2007 Goals and Timelines</u>
    a. Define Collegial Consultation and Shared Governance – and communicate to campus community. This was assigned to Dr. Baker with a due date of February 14, 2007.
    b. Resolve how to get information out and responses back to College Council. This will be discussed by College Council on November 27, 2006. Further discussion at December 4, 2006 meeting.
    c. Review Procedure 2510 – Collegial Consultation. This was assigned to Dr. Baker with a due date of February 14, 2007.
    d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. Dr. Spor will bring this to College Council on December 11, 2006.
    e. Build a sense of community. This will be discussed by College Council on January 22, 2007.
    f. Review process of recommendations from other committees. This will be discussed at College Council on November 27, 2006. This was postponed to December 4, 2006.
2. <u>El Camino College Committee Listings – on Portal</u>
    The Committee Listing was reviewed. Committee status will be updated/researched/minutes posted by the identified persons. Each person is to report back at the December 4th College Council meeting.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of January 22, 2007

Present: Dr. Arce, Dr. Baker, Ms. Jeffries, Dr. Dever, Mr. Middleton, Mr. Robertson, Ms. Smith, Dr. Spor, and Ms. Pickens.

1. <u>Board Agenda</u> – Administrative Services – Coca-Cola Contract. There was a concern that the machines were in place before Board approval. There was some political controversy involving this company and if Board members were politically concerned this could have posed a problem.

2. <u>Guidelines for Addressing Disruptive Student Behavior</u> – The final draft was presented by Dr. Baker. These guidelines have the support of ASO, Academic Senate, and the Student Council. Pages one and two of these guidelines will be printed on card stock – and will be made available to faculty. The accompanying forms (A&B) will be used to document these incidents and will be available in each division dean's office. Harold Tyler will do the initial training on Flex Day. Donna Manno will coordinate additional training in the future.

3. <u>District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007</u> – It was decided that College Council will want to make revisions. Arvid Spor will provide definitions as to what "vision," "missions," and "statements of philosophy" should include and samples of best practices. The Strategic Goals section will be updated by the participants in the upcoming Planning Summit.

4. <u>Build a Sense of Community</u> – There is another Electric Cart Parade scheduled along with staff development opportunities. This semester the Compton Faculty are being invited to join our Flex Day activities. There will be a continental breakfast and then everyone will break out into Division meetings. Student Learning Outcomes will be a major topic. Dr. Dever reported that the Academic Senate will host a social-lunch during the lunch break. There are also many activities that occur in April and May. It was noted that perhaps the campus community is not being made aware of the various activities on campus that do promote a sense on community. Dr. Baker will work with Harold Tyler on identifying these types of activities and getting the information out to the campus community. It was noted that "mandatory" flex training activities do not "build a sense of community." Some employees had a problem with being notified that the first session of "Why I Like you…" was mandatory. Dr. Marsee will work on changing the wording of that announcement. The fact is that there will be a follow up training on this one and without the first training – it would not make sense. Dr. Marsee will speak with management staff about this.

Agenda for the January 29, 2007 Meeting:
1. Minutes of January 22, 2007
2. Review process of recommendations from other committees. This will be discussed at College Council on January 29, 2007

3. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007
4. El Camino College Committee Listings on Portal
5. College Council Newsletter- Glendale College *"Chaparral"* review – Don Brown will follow up

1. <u>2006-2007 Goals and Timelines</u>
   a. Define Collegial Consultation and Shared Governance – and communicate to campus community. This was assigned to Dr. Baker with a due date of February 14, 2007.
   b. Resolve how to get information out and responses back to College Council. Discussion is on-going.
   c. Review Procedure 2510 – Collegial Consultation. This was assigned to Dr. Baker with a due date of February 14, 2007.
   d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. Dr. Spor will bring this to College Council on December 11, 2006.
   e. Build a sense of community. This will be discussed by College Council on January 22, 2007.
   f. Review process of recommendations from other committees. This will be discussed at College Council on January 29, 2007

2. <u>El Camino College Committee Listings – on Portal</u>
   The Committee Listing was reviewed. Committee status will be updated/researched/minutes posted by the identified persons. Each person is to report back at the December 4th College Council meeting.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of December 4, 2006

Present: Dr. Arce, Dr. Baker, Dr. Dever, Dr. Fallo, Dr. Marsee, Mr. Middleton, Mr. Nordel, Mr. Robertson, Dr. Simon, Dr. Spor, and Ms. Pickens.

Team Reports
1. Dr Francisco Arce, Academic Affairs – All Accreditation teams are ready and have met several times. Arvid is in receipt of all progress reports. These will be available on the website and Board members will receive copies. Student Learning Outcomes (SLO's) and division reports will be in this week and will be shared with the campus. A report will also be posted on the website. Progress is being made in Program Reviews and we will have at least 30 out of 71 completed by next fall.
2. Dr. John Baker, Student & Community Advancement – The Disruptive Student Guidelines have been approved by the Academic Senate and will be presented to College Council in two weeks. This has no relation to Board policy and is just a tool to help faculty deal with these types of situations. One-third of Program Reviews have been completed this year. Enrollment is low – about 70% of last year. The Enrollment Management Team is working on increasing that number.
3. Dr. Arvid Spor, Planning & Budgeting Committee (PBC) – PBC has made a series of recommendations to President Fallo. A Planning Summit will be scheduled for this coming spring.
4. Mr. Gary Robertson, Campus Police – The number of solicitors on campus has decreased. Most solicitors now have appropriate documentation.
5. Dr. Susie Dever, Academic Senate – The Senate is meeting tomorrow. Minimum qualifications will be discussed. Increasing enrollment and growth will also be discussed. There is also a resolution on the agenda to encourage the College to leave the librarian in the Music Library. Dr. Arce will discuss with Dr. Dever.
6. Dr. Angela Simon, AFT, Local 1388 – Two general meetings have occurred – discussion focused on salary issues.
7. Dr. Marsee, Administrative Services – The Vice President of Student Services search is in the interview phase. There will be several interviews December 15th.
8. Mr. David Nordel, Associated Student Organization – The pancake fundraiser has been postponed. There will be a planning summit to develop the ASO hosted events calendar.
9. Dr. Thomas M. Fallo, President – Chancellor Drummond does not want to take any emergency legislation to the Legislature at this time. It is our desire to roll over the MOU until we can get changes to legislation. This request will be presented to the Board at the December 18th meeting. It is believed that we have adequate protection with the MOU. The critical issue was the "out" clause. Dr. Arce is meeting with Barbara Beno tomorrow regarding our Accreditation Substantitive Change report. There was a request for proposals for a search firm for Provost – no bidders showed

up at the bidder conference. We are encouraging Compton to fill all management positions.

Compton faculty will be included in our spring flex day activities. There is some discussion about having individual division meetings to have faculty work together on goals and objectives. As soon as a decision is made an announcement will be sent out.

We are hiring ten faculty members and two long term subs at El Camino College. There were five faculty members authorized for Compton.

Agenda for the December 11, 2006 Meeting:
1. Minutes of December 4, 2006
2. College Council Newsletter- Glendale College *"Chaparral"* review
3. Review process of recommendations from other committees.
4. El Camino College Committee Listings on Portal
5. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007

1. 2006-2007 Goals and Timelines
   a. Define Collegial Consultation and Shared Governance – and communicate to campus community. This was assigned to Dr. Baker with a due date of February 14, 2007.
   b. Resolve how to get information out and responses back to College Council. This will be discussed by College Council on November 27, 2006. Further discussion at December 4, 2006 meeting.
   c. Review Procedure 2510 – Collegial Consultation. This was assigned to Dr. Baker with a due date of February 14, 2007.
   d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. Dr. Spor will bring this to College Council on December 11, 2006.
   e. Build a sense of community. This will be discussed by College Council on January 22, 2007.
   f. Review process of recommendations from other committees. This will be discussed at College Council on November 27, 2006. This was postponed to December 4, 2006.
2. El Camino College Committee Listings – on Portal
   The Committee Listing was reviewed. Committee status will be updated/researched/minutes posted by the identified persons. Each person is to report back at the December 4th College Council meeting.

El Camino College-Office of the President
Facilities Steering Committee
December 4, 2006

Present: Francisco Arce, John Baker, Rocky Bonura, Don Brown, Mike D'Amico, Susie
Dever, Thomas Fallo, Bob Gann, Ann Garten, Bruce Hoerning, Jeff Marsee, Leo
Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, and Arvid
Spor.

Also present: Jim Rogers - Maas Companies.

EL CAMINO COMMUNITY COLLEGE DISTRICT

Facilities Master Plan Report – December 2006

PROJECTS BEING DESIGNED

I.   Student Services and Activities Center Replacement – This project will replace the existing Student Services and Student Activities Buildings.

      A. Design Activities – WWCOT, the project architect, has been directed to develop a new design that incorporates a number of value engineering and scope reduction measures. Those measures reduce the size of the building and the use of relatively expensive construction materials. WWCOT will present the results of their work to Cabinet on December 6, 2006.

      Reduction measures include reducing brick 50% and reducing glazing.

      B. Schedule - Construction which was scheduled to start in October 2007 will be delayed. The length of the delay will be dependent upon the timing of approval of the revised design.

      C. Cost Estimate – The estimated cost of the initial design exceeded $53,000,000. The amount budgeted for this project in January 2004 is $31,928,000.

      This project is $21,000,000 over budget. Once the new design is received there will be a meeting with the user groups.

II.   Cafeteria Conversion to Administrative Offices – This project will upgrade the building infrastructure, provide accessibility, and convert a portion of the Cafeteria to house Fiscal Services, Business Services, Print & Copy Center, and other components of the Public Information Office. Also included is the renovation of the Bookstore office areas.

A. Design Activities - A schematic design has been developed and refined though a series of reviews. The project architect was proceeding with the development of construction documents. Direction has now been given to develop additional options that would allow for a larger dining area on the second floor.

   The plan is to have one large meeting room/eating area. There will be a kitchen that will be used for catering purposes only and not for public use.

   Students would like a full size cafeteria. However, for the last 10 years every attempt at a cafeteria has failed. It could not support itself.

B. Structural Remediation Measures – The Division of the State Architect informally has notified the project architect that the District will be required to perform structural modifications to the building in order to comply with the current building code. The cost to do so will be substantial, but at this time it is not possible to produce an accurate estimate.

   These measures are structural and seismic. The law does not require that we do these modifications and we contend that we don't have to. These modifications will cause us to be over budget. We could contest these – but that might not put a good light on us. This will be a difficult decision to make.

C. Schedule – The construction schedule will be delayed due to the development of additional design options and structural remediation measures.

D. Budget – The January 2004 budget for this project is $6,085,000.

E. Building Name – It is proposed to delete Cafeteria from the building name and refer to it as the Bookstore in the future.

III.   Humanities Mall Landscaping – This is a project to provide hardscape, landscape, and a food service venue in the area bounded by the MCS Building on the north, the Library on the south, the new Humanities Building on the east, and the main north/south walkway on the west.

A. Issue – LPA, the building architect for the new Humanities and Learning Resource Center Buildings, is performing the design for this project and has presented a number of conceptual designs incorporating input from the district. It has been determined to increase the size and scope of the food service venue. A proposal has been received from LPA for the additional services necessary to do so. The original project scope did not contemplate the current food service venue and the project budget is inadequate to support it. District

representatives and LPA will meet on December 12, 2006 with the goal of defining the project scope and construction budget.

This will be a fully enclosed food venue. We will have to augment our budget to accomplish this. There is a proposal to put food modules on the side of the Planetarium by summer 2007 to replace the food area that was located in the Humanities mall.

PROJECTS SUBMITTED TO THE DIVISION OF THE STATE ARCHITECT

IV.   Lot H Parking Structure & Athletic Facilities –

Issue – The Division of the State Architect's (DSA) plan review continues to delay this project. At the beginning of design, IPD, the project design firm, requested to meet with the DSA's plan reviewers that would be assigned to this project, in order to discuss specific requirements. IPD's request was denied by DSA as being unnecessary due to the relatively simple nature of the project.

The project plans were submitted to DSA in October 2005. After a long period of inactivity DSA has made numerous requests for additional information and structural calculations. The most recent request from DSA's access compliance reviewer was for the submittal of the floor plans of two adjacent buildings, the South Gym and Auditorium, in order to review the restrooms in those buildings.

Due to these types of delay final plan approval is not expected until December 2006.

This will be the 14ᵗʰ month these plans have been at DSA - the many bond measures have increased their workload.

This project will affect parking for fall 2007 and spring 2008. One way to encourage students to continue to come would be to waive the parking fee for one year. We would supplement the parking budget.

V.   Restroom Renovations – This project will improve the accessibility, functionality, and appearance of forty (40) restrooms in sixteen (16) buildings on campus. Schedule and cost estimates are being prepared.

This project is also at DSA.

PROJECTS IN THE ACQUISITION PHASE

VI.   Fire Structure Fire Proofing – This project will renew the fire proofing on the interior of the Fire Structure at the Inglewood Fire Academy. The project cost is estimated to be less than $25,000.

PROJECTS IN CONSTRUCTION

VII.   Humanities Building – Construction is continuing on this building, with the third floor concrete walls now being poured. There are no unresolved issues at this time.

        A. Schedule – Construction is scheduled to be completed in October 2007.

        The plan is to occupy in spring 2008.

        B. Project Budget – The The project budget of $29,364,244, detailed in the May 15 Board of Trustees meeting agenda is unchanged.

VIII.   Primary Electrical System Replacement Phase 1 – Work is continuing to construct a new electrical substation and provide electrical power to the new Humanities Building and new Lot H parking structure. Future phases will complete the changeover of the entire campus' electrical system to the new substation. There are no unresolved issues at this time.

        A. Schedule – Construction is scheduled to be completed in March 2007.
        B. Budget – The project budget for this phase is shown below and is unchanged from prior reports.

Design	$372,000
Construction	
Owner supplied equipment	446,000
Construction contract	3,283,000
Utility (Edison) contract	374,000
Test & Inspection	152,000
Construction Administration (Engineer)	82,000
Program Management	93,000
Contingency	480,000
Total	$5,282,000

IX.   Energy Management System Upgrade – This project will upgrade and expand the College's existing energy management system and replace pneumatic controls with digital technology controls. There are no unresolved issues at this time.

A. Schedule – The work is scheduled to be completed in December 2006.

B. Project Cost - The project is being performed by Southland Industries at a cost of $1,530,000

   !. Utility Rebates – Southern California Edison is providing over $400,000 in rebates for energy saving measures that have been performed through this project. Payment of the rebates should be received in January 2007.

X.   Learning Resource Center (LRC) – Bids have been awarded for the majority of the work on this project There were no bidders for the sheet metal scope of work so a second bid will be held for this item. The construction schedule is not expected to be delayed due to the additional bid period.

Sound dampening materials will be glued to interior of windows.

A. Schedule – The construction period is planned to be 10 - 12 months, so the building should be available for the Spring 2008 semester.

   1.   Pedestrian Corridor – The north/south pedestrian corridor linking the Administration Building to the northern portion of the campus will be closed while demolition and trenching is performed in the adjacent areas. The closure will occur during the Winter Recess and the corridor should be reopened in time for the beginning of the Spring Semester.

B. Project Budget – The project budget is $13,703,000. State funding of $8,615,000 is committed to the project, the balance of funding is being provided by Measure E.

XI.   Central Plant & Infrastructure Phase 1 –The scope of work of this project was developed jointly but the procurement was divided between the construction of the Central Plant and the distribution of piping and conduit to the northern tier of the campus. Pricing for one portion of the work, the Central Plant, was obtained though a request for proposal and the other, Infrastructure Phase 1 pricing was competitively bid. The division was made due to the judgment that the pool of potential contractors would greater by dividing the work.

Approval of the project plans was given by DSA in August 2006.

A. Schedule – The construction period for both portions of this project is 10 - 12 months. Every effort is being made to complete this project concurrently with

the Humanities Building. Since this project is needed to supply heated and chilled water to the building.

B. Project Cost – The consolidated costs of the two portions of this project is $26,500,000. A individual project budget for the two portions of this project will be included in the January 2007 issue of this report.

COMPLETED PROJECTS

XII. Science Complex – This project is complete. The documentation necessary to obtain certification of this project is complete and has been submitted to the Division of the State Architect (DSA.). DSA has over 7,500 projects state-wide awaiting certification. It is extremely unlikely this project will be certified in the foreseeable future.

Certification is a low priority for them. Angela Simon asked if there was any recourse for us – such as a coalition. Bob Gann stated that the DSA charter is that all public buildings built with public funds are required to protect life and property.

Barbara Perez believes there are no more outstanding issues with this project. She will verify this and report back to Bob Gann.

OTHER ISSUES

XIII. Capital Construction Plan Submittal. – A Final Project Proposal (FPP) has been approved by the Board of Trustees for submittal to the System Office. The FPP is for the renovation and modernization of the Social Science Building.

The purpose of this project is to renovate and modernize the Social Science Building. The building was built in 1960 and is 34,081 gross square feet in size. The cost of the proposed work is $11,248,000. The System Office and the District will each fund 50% of the cost. The District's share of the cost would be provided from Measure E funding. Design of this project would start in the 2007-2008 budget year with construction planned to begin 2010

XIV. Educational Planning Issues – The future location of three programs has been resolved.

A. Machine Tool Technology Program – Current planning is for this program to remain in the MCS building.

B. Communication Building Programs – It has been decided the future locations of two programs in this building, Photography and the Mac Lab, will be incorporated in the Art and Behavioral Science Building.

XV.   Facilities Master Plan Options – Due to the staggering increases in construction costs, the current Facilities Master Plan is under funded to the extent that substantial changes are required or additional funding provided.

The sequence of projects is still intact. The increases have added 50-50% to construction costs. One of the Board goals is to review and update the Facilities Master Plan.

An effort to identify options is being undertaken. On November 14, 2006, a meeting with various program participants was held to identify viable options and articulate their ramifications. Work is continuing and a follow up meeting is scheduled for December 13, 2006. A full report will be prepared in January 2007.

Communications – A presentation is being prepared to communicate the Facilities Master Plan's progress, current status, challenges and future options. It is intended for the presentation to be suitable to convey relevant information to both internal and external groups.

The updated Facilities Master Plan along with an updated presentation should be available before the end of June 2007.

El Camino College-Office of the President
Facilities Steering Committee
September 25, 2006

Present: Francisco Arce, John Baker, Rocky Bonura, Don Brown, Mike D'Amico, Susie Dever, Thomas Fallo, Bob Gann, Ann Garten, Bruce Hoerning, Jeff Marsee, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

Also present: Jim Rogers - Maas Companies.

Facilities Master Plan Report – August 2006
1. Science Complex
    a. Heat Ventilation & Air Conditioning—Sound attenuation measures have been completed. There is a room temperature problem in one of the workrooms.
    b. DSA Certification – The documentation necessary to obtain certification of this project is complete and has been submitted to the Division of the State Architect (DSA). DSA has responded to some of the documentation, with a request for additional information for some items and a new requirement to replace the existing grating covering the access pit of the MCS Building basement with an Americans Disability Act (ADA) grate. DSA's additional requests for information have been answered and the grille is being modified.

2. Humanities Building – This building is under construction. The underground utility work has been completed. Some of the first floor concrete walls have been poured. During August the remaining first floor walls and concrete slab will be poured.
    a. Project Budget – The project budget of $29,364,244, detailed in the May 15th Board of Trustees meeting agenda remains unchanged at this time.
    b. Schedule – The completion date for this project is projected to be October 24, 2007.
    c. Equipment Funding – An allocation of $2,600,000 to equip this building is included in the 2006-07 State Budget. Funding is contingent upon passage of the statewide general obligation bond measure on the November 2006 ballot. If received, the State funding will exceed and supplant the Measure E funding of $1,066,100 currently budgeted for equipment.

3. Primary Electrical System Replacement Phase 1 – Work is continuing to construct a new electrical substation and provide electrical power to the new Humanities Building and new Lot H parking structure. Future phases will complete the changeover of the entire campus' electrical system to the new substation.
    a. Schedule – Construction is underway and completion of this phase is scheduled for March 2007.   The electrical substation was delivered on March 31st and is scheduled to be installed in September 2006.

b. Budget –The project budget for this phase is shown below and is unchanged from prior reports.

Design	$372,000
Construction	
Owner supplied equipment	446,000
Construction contract	3,283,000
Utility (Edison) contract	374,000
Test & Inspection	152,000
Construction Administration (Engineer)	82,000
Program Management	93,000
Contingency	480,000
Total	$5,282,000

4. Learning Resources Center (LRC) – Plans for this project were approved by DSA in June 2006. Since this project is state funded, it was necessary to make a request for authorization to go to bid from the System Office. It is expected authorization will be given within two weeks. The amount of state funding is $6,255,000 for construction and $1,896,000 for equipment.
   a. Schedule – A bid schedule has been developed to allow bid acceptance recommendations to be included in the Board of Trustees' November 2006 meeting agenda.
   b. Cost Estimate – The construction manager, CW Driver, has prepared a cost estimate based upon the plans submitted to DSA. These plans will be the construction documents with possible minor modifications. The estimate for the total project cost is slightly over $10,803,236.
      1. State Augmentation – An effort to obtain additional state funding for this project is being coordinated with the Public Information Officer.
      2. District Augmentation – If state funding is not increased, the district must decide whether or not to assume the additional project costs. This decision will be needed once bids are received in September.

5. Modular Buildings – The site development and installation of additional modular buildings is proceeding as scheduled. The occupants of the remaining Humanities Buildings will be relocated to the new modular buildings in time for the start of the fall semester. The AFT office will also be moved to this location.
   a. Budget – The budget for this project is unchanged and is shown below.

COSTS	
Design & Plan Review	$159,700
Construction	2,180,000

Tests & Inspections	110,000	
Construction Administration	50,000	
Contingency	154,000	
Furniture and Group II Equipment	20,000	
Moving Expenses	40,000	
Total Costs	$2,713,700	

FUNDING

Temporary Space - 0221	$1,244,500	
Central Plant - 0206	660,000	
Domestic Water System - 0509	48,000	
Firelines - 0512	200,000	
Primary Electrical - 0524	400,000	
Reserve for Contingencies - 0299)	161,200	
Total Funding	$2,713,700	

"Soft" Costs	$533,700	19.7%
"Hard" Costs	2,180,000	80.3%
Total Costs	$2,713,700	100.00%

6. <u>Lot H Parking Structure & Athletics Facilities</u> – The chosen design is for a five level structure with a parking capacity of eleven hundred spaces in the structure and one hundred spaces adjacent to it. The building replacement of athletic facilities, a softball field, and ten tennis courts are also included in the design and will be located on grade. Also included in this project is the installation of a signalized intersection at the southwest corner of the campus.
   a. <u>Schedule</u> –The project plans were submitted to DSA in October. DSA has provided the results of its initial review to the project designers, IPD International. The results are being incorporated into the construction documents and a final review session with DSA is being scheduled. Once approval is obtained a new schedule will be determined.
   b. <u>Cost Estimate</u> – The February 2006 cost estimate for this project, $22,340,000, is unchanged.

7. <u>Central Plant</u> – This project will construct capacities of cooling water and heating water of sufficient size to supply the entire campus. The location for this facility is the northeast corner of the Stadium. The facility will be a two story structure, located at the site of the current Community Advancement Building and the Foundation House.
   a. <u>Schedule</u> –The project plans were submitted to DSA in November 2005. DSA has provided the results of its initial review to the project engineers, TMAD Taylor Gaines. The results are being incorporated into the construction

documents and a final review session with DSA is scheduled August 8. It is anticipated that the plans will receive final approval at that review meeting. Once approval is obtained, a new schedule will be determined.

1. Budget – The budget for this project is unchanged at $7,910,000 as shown below:

Design	$460,000
Construction	
Owner supplied equipment	420,000
Construction contract	5,930,000
Test & Inspection	150,000
Construction Administration (Engineer)	110,000
Program Management	120,000
Contingency	720,000
Total	$7,910,000

8. Student Services and Activities Center Replacement – This project will replace the existing Student Services and Student Activities buildings. User groups will be involved as soon as a design is chosen.

    a. Design Activities – WWCOT, the program architect, has completed a schematic design of the building. A cost estimate, based upon the schematic design is being prepared and will be completed August 18.

        1. Request for Additional Fee – WWCOT has requested a fee increase of $1,186,000 for a variety of additional services. The two largest requests are related to the increased size of the building and the increased scope of the site and landscaping components of the project. WWCOT has been directed not to proceed with any additional services without explicit agreement with the district. The validity and reasonableness of the fee increase is being evaluated.

    b. Schedule –Construction was scheduled to start in October 2007 and will be delayed to January 2008 due to the domino effect of the Humanities Building's construction delay.

    c. Relocation Planning – Area managers are developing a plan to relocate programs that will be displaced by the existing building's demolition.

9. Cafeteria Conversion to Administrative Offices – This project will upgrade the building infrastructure, provide accessibility, convert a portion of the Cafeteria to house Fiscal Services, Business Services, Print and Copy Center, and other components of the Public Information Office. Also included is the renovation of the Bookstore office areas.

    a. Design Activities – A schematic design has been developed and refined through a series of reviews. The project architect is proceeding with the development of construction documents.

b. Schedule –Construction is scheduled to be performed June to December 2007.
c. Budget – The January 2004 budget for this project is $6,085,000.
d. Building Name – The current name of this building, Bookstore/Cafeteria will not accurately describe the future usage of the building. A new building name should be developed.

10. Other Projects
    a. Restroom Improvements – This project will improve the accessibility, functionality, and appearance of 40 restrooms in 16 buildings on campus. A contract in the amount of $160,000 with the architectural firm of Flewelling & Moody for project design services was approved at the May 15, 2006 Board of Trustees meeting. Construction documents are being prepared for this project.
    b. Energy Management System Upgrade – This project will upgrade and expand the College's existing energy management system and replace pneumatic controls with digital technology controls. The project is being performed by Southland Industries at a cost of $1,530,000.
        1. Schedule – The work is scheduled to be complete in October 2006.
        2. Utility Rebates – The District application for over $400,000 of rebates for energy saving measures that will be performed through this project has been approved by Southern California Edison (SCE). $320,000 of the rebate amount will be paid to the District in August. The rebates applied for are made possible by a program developed by the California Community College System and Investor Owned Utilities, in this case SCE.

11. Humanities Mall Landscaping – This is a project to provide hardscape, landscape and a food service venue in the area bounded by the MCS building on the north, the Library on the south, the new Humanities building on the east and the main north/south walkway on the west.
    a. Design – LPA, the building architect for the new Humanities and Learning Resources Center Buildings, is performing the design for this project and has presented a number of conceptual designs incorporating input from the District. In order to move forward with design, LPA is requesting the District decide upon and communicate its requirements related to the food service component of this project.

12. Conversion of Social Sciences room 202A & 202B into multiple offices. This project, completed in July, increased the number of faculty offices in the Social Sciences Building.

13. Facilities Master Plan Schedule – Failure to obtain timely approval of construction plans by DSA has caused significant delays in the projected completion dates of the

Facilities Master Plan. An updated Facilities Master Plan Schedule incorporating the results of these delays is shown in Appendix B.

14. Capital Construction Plan Submittal – Yearly, California Community College Districts are required to submit to the System Office a 5 year capital construction plan. This submittal is used by the System Office to identify, and categorize projects and select projects that are eligible for state funding. For selected projects, additional project information is then provided by the district in the form of Initial and Final Project Proposals (IPP & FPP). El Camino has been asked to submit a FFP for one of its building modernization projects. A decision needs to be made determining which project to submit.

15. Educational Planning Issues – The Facilities Master Plan's purpose is to support the Educational Plan. In order to implement some Facilities Master Plan projects it is necessary to resolve some Educational Plan issues. Issues that need to be resolved in the near term are listed below. Meetings have been held to discuss the Machine Tool Technology issues and the Communications building programs with the appropriate area managers.
    a. Machine Tool Technology Program – Current planning is to move this program from its current location and incorporate it into a renovated Shops Building. Alternate options to the current plan are being developed for evaluation and will be discussed when their feasibility is verified. There is no change in status since the last report.
    b. Communication Building Programs – The future locations of Photography and the Mac Lab, will need to be decided prior to the beginning of construction of the Student Services building scheduled for winter of 2007. The Communications building has been designated to be used as temporary relocation space for some of the displaced student services programs. Options related to the future locations for these programs are being developed for evaluation and will be discussed when their feasibility is verified. There is no change in status since the last report.

16. Cherry Trees – Cherry trees that were removed are now located in Facilities yard and will be placed in ceramic planters outside modular buildings. These will eventually be replanted. South area cherry trees will be removed for a project and replaced.

17. Landscaping – Barbara Perez requests that Natural Science instructors be consulted on plants chosen for landscaping – for use in Horticulture and Botany classes.

18. Dance Rooms – Ventilation measures are completed – fans were not requested but can be if faculty feels necessary.

El Camino College
Staff Development Office

Plan for Professional Development at ECC

	Activity	Description	How	Budget (Estimate)	Rationale	ECC Goal, AB 1725/Ed Code
1	Online Handbooks 4faculty.org –Prof Development Consortium	Develop online handbook for all employee groups Can be used for PT faculty, new faculty orientation, all faculty	Use PT SD Office staff add additional day – Annual fee, can customize	$1,000 $1,600 **$2,600**	Add additional pt hours to 2 staff members. Task Force – 2-3 meetings for input Used for online orientations (FT/PT) and Faculty Development	ECC – Retention, morale AB 1725 – Retention of Employees #s 6,7,8
2	Management Training	Develop and deliver mandatory training for managers and supervisors Nuts & Bolts of Management (5 modules) Management Principles (4-5 modules)	Stipends to administrators who develop and deliver modules. Convert modules into Online Training	Stipends $3,000 ($500/each) $2,000 Presenters (TBA) $2,000 Rfshmts **$7,000**	Stipends to managers who develop (PP presentation) and deliver the training module. Outside presenters for Mgmt Principles training	ECC – Morale AB1725 – Retention of Employees #s 2, 4, 6, 8
3	Classified Professional Development Day	Follow-up to last spring's CPDD with same venue. Morning/Afternoon Workshops, Electric Cart Parade, Lunch	Facilitator Lunch Parade Supplies	$ 4,000 + Exp (1,000) $2,500 $400 **$7,900**	Second annual Classified Professional Development Day – workshops are built on previous year's learning.	ECC – Retention, Morale, AB1725 – Employee Retention, #s 2, 4, 6, 8,
4	Celebrating Classified Week	Morning and Afternoon Workshops TBD	Off Campus Presenters Refreshments Give Away Gift	**$4,000**	Workshop Facilitators/Presenters Refreshments	ECC Goals, AB1725 #2,4,6,8

	Activity	Description	How	Budget (Estimate)	Rationale	ECC Goal, AB 1725/Ed Code
5	Supporting On Course training for faculty	Continue to support the On Course Workshops Fall 07/Spring 08	Work with other areas on campus to co-sponsor OC Training	**$4,000**	Would share program costs with other areas who have received grant funding	ECC Goal – Retention, AB1725 #1,2,4,6,8
6	Management Gathering (Retreat)	A one-day off campus meeting for managers and supervisors	Off Campus Site Supplies	**$5,000**		ECC Goals, Morale AB 1725 #4,5,
7	*All Campus Gathering (Retreat)*	*A three-day off site location i.e. UCLA Arrowhead Conference Center*	*Use GTS format with outside facilitator*	***$24,000***	*Suggest from MDC and CDC*	*ECC Goal – Morale, AB 1725 #4,6,9*
8	Innovation Grants for Faculty	Summer Innovation Grants addressing innovation in teaching/learning	Stipends – criteria/amount to be determined by FDC	**$15,000**	This has been offered in the past and the results were outstanding.	ECC Goals, Morale AB1725 #s 1,2,6, 7
*9	Support 4-6 Participants in the Great Teachers Seminar (GTS), Accreditation and Student Learning Conferences	The GTS is one of the outstanding summer programs for faculty. Academic Senate requested funding for Accreditation and Student Learning Workshops Support 2 faculty to attend the Academic Senate Leadership Training Sp'07	Registration, lodging and travel GTS (4) Accreditation (2) Student Learning (2) AS Leadership Training (2)	$4,000-(1,000 each) $2,000 (1,000 each) $2,000 (1,000 each) $2,000 (1,000 each) **$10,000**	The college has been supporting 2 attendees each year at the GTS. Many more apply. Attendees at other 2 conferences required to make campus presentation.	ECC Goals, Morale AB 1725 – 1, 2, 4,6,8,

	Activity	Description	How	Budget (Estimate)	Rationale	ECC Goal, AB 1725/Ed Code
*10	Support 4-6 Participants at the CQIN Summer Institute	CQIN offers cutting-edge organizational learning opportunities for faculty, staff, and administrators.	Registration, lodging, travel	$10,000-15,000	Have not participated in a summer institute for the past 2 years due to budget.	ECC Goals, AB1725 #2,3,4,6,
11	Coffee and Conversation	Offered monthly, different location, announced topic	Refreshments	$1,000	Information on what different areas/programs provide	ECC Goals, AB 1725 # 1,2,4,6
12	Operations Supplies Personnel	To support additional programs See #1		$5,000		
13	Equipment – Poster Maker – Innovation Center 2 New Laptop computers and small projectors	Over 300 poster are made annually to advertise student events, services, schedules, and classroom information. Used for meetings and checked out for conference presentations.	The Poster Maker in the Innovation Center needs to be replaced with a new machine that can provide many additional options	$6,000 $12,000 (Est)	The old poster maker is obsolete and in need of repair. It was purchased in the mid 1980's	ECC – Goals AB1725 – 1, 4, 6, 7
				$118,500	($93,500)	

Notes
- 9, 10 – Expenses ($25,000) can be shifted to AB 1725 F&S Professional Development Funds
- Funding is fluid and can change to meet new needs.
- $82,598 F&S Professional Development Funds (AB 1725) to be used for external functions, national conferences, team attendance, "In Search of Best Practices."

From: Raufman, Lisa
Sent: Tuesday, February 13, 2007 5:15 PM
To: Dever, Susan
Subject: FW: How To Register for the 2007 TechEd Conference

Attachments: Picture (Metafile)

The Exec Committee should also know that all of these faculty have inquired about early registration for Tech Ed Conference
_____
From: Manno, Donna
Sent: Wednesday, February 07, 2007 4:09 PM
To: Corbin, Susan; Landry, Laura; Barrueta, Luis; Mosqueda, Cynthia; Graves, Melanie; Raufman, Lisa; Zhao, Joy; Brown, Don; Sabin, Helen; Newbury, Inna; Clemons, Lyn; Young, Janet; Fuentes, Cece (Crystal); Zartman, Charleen; Wang, Lijun; Pielke, Robert; Motley, LaTonya
Subject: How To Register for the 2007 TechEd Conference

<div style="background:#3c4278;color:white;text-align:center;">

**El Camino College
TechEd 2007 Registration Instructions**

</div>

El Camino College has entered into a Cooperative Registration agreement with TechED that entitles the college to unlimited registrations.   By following the step-by-step instructions listed below, you will be registered to attend **TechEd 2007**, the **12th Annual Technology in Education Conference & Exposition**, on **March 26 - 28, 2007** at the **Ontario Convention Center**, in Ontario, California.

Please print the instructions below before beginning the online registration process. The two areas highlighted are important steps.

Please contact me if you have any questions.

Donna

_____

To register for TechEd 2007 please follow these instructions:
Please read the instructions before clicking the link.

1. Click the link below to open the **Online Registration Form** in a new window.

2. Select the following code from the **Cooperative Registration Drop Down Menu**: **022ECC**

3. Fill out all **Required Information** (ignore Promotion & Group code fields).

4. Click **Continue**.

5. Select **Cooperative Registration** as your registration option.

6. Click **Continue.**

7. **Pre-Conference Sessions** require an extra fee that is not part of this special offer. If you do not want to attend a pre-conference session, click **Continue.**

8. **Verify** your name badge, click **Continue.**

9. **Verify** the information you submitted and click **Continue.**

10. *And you are now registered!*

It's that easy. So **C L I C K H E R E** to **Register Today** and we look forward to seeing you at **TechEd 2007.**

Please Note: *Pre-Conference Sessions* require an additional fee that will be charged to the individual registrant. This offer is only valid on new registrations and cannot replace any existing registrations.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
January 18, 2007

MEMBERS PRESENT

_____David Vakil, Co-Chair   __x__Arvid Spor, Co-Chair
__x__Miriam Alario   _____Harold Tyler
__x__Ian Haslam   __x__Lance Widman
_____Susan Taylor   __x__Cheryl Shenefield
__x__Dawn Reid   _____Saad Husain

OTHERS ATTENDING: Francisco Arce, Susan Dever, Janice Ely, Ken Key, Jeff Marsee, Teresa Palos, John Wagstaff, Dave Westberg

Handouts:
- PBC Meeting Dates – 2007
- Proposed Planning and Budget Development Calendar
- Possible Predictors of Success/Dropout – El Camino College Students
- 2007/08 Budget Memo (from Jim Austin – January 10, 2007)
- The 2007-08 State Budget (highlights)
- 2007-08 California Community College Budget – Preliminary Draft of Comparison of System Budget Request to Governor's Budget

The meeting was called to order at 1:07 p.m. by Arvid Spor.

Approval of Minutes

The minutes of December 21 were approved. Discussion:
- #2 is money from Compton.
- #5 got turned down
- #6 - The $1.5 million is part of the September 5 memo plus part of the PBC recommendation going to the Board.
- Roman numeral I should be 11 positions. The minutes should be corrected to indicate this number.
- The $1 million for reimbursable items won't be in the budget because it is a receivable.
- These are all one-time, one-year positions (categorical).
- #3 is based on over 20,000 FTES and Center status. These are one-time funds renewed annually.
- #4 is MESA money.
- #5 is the instructional equipment block grant.
- #6 is the capital outlay block grant.

Changes:
Page 2, #8: Change "attributed" to "to what do we attribute…"

Review of 2007 PBC Meeting Dates:
- PBC will meet all five weeks in March for program review items.
- In response to requests, July 26 and September 13 were added to the calendar of meeting dates.

Preliminary Indicator Work: Copies of a handout (Possible Predictors of Success/Dropout) were shared with the group. The document is the result of a meeting with David, Arvid, Irene and Jeff. Noted:

- The definition of unsuccessful students doesn't agree with the State's definition, and ECC's should agree with the State MIS indicators.
- Arvid will refer this issue to another forum for discussion.
- The State only discusses successful students. ECC wants to know why students didn't succeed for its own purposes.
- It was suggested that the title might be changed from "unsuccessful" to "non returning" or "under 45 units" or "ECC non completers."
- PBC has recommended increasing research personnel staffing a number of times. The indicator work is an example of something the college needs to do but doesn't have the personnel for.
- It was suggested that the researcher position could be built into the next Tentative Budget.
- The three vice presidents, David, Arvid and Irene need to meet on the dialogue from today's meeting.
- Decision Centric, the new reporting tool that replaces Cognos, was just installed, and training will soon follow.

Audit: The audit report is now posted on the ECC Web site. The report will go to the Board on Monday.
- The audit is done annually in April and then finished in the fall.
- An unqualified report means there are no material weaknesses.
- The results on the CalWORKs program were qualified; however, this was due to new requirements, so the results were the same for most other colleges also.
- Revenue is only $52,000 over expenditures.
- The fact that construction costs have increased dramatically is noted.
- The strong implementation of GASB 45 is also noted.

2007/08 Revenue Projections: Copies of three documents on the state budget were shared with the group, along with the proposed Planning and Budget Development Calendar. Noted:
- COLA – The governor is proposing 4.04%.
- 19,200 is the FTES figure.
- Cabinet reviews and the vice presidents build using discretionary portions of budget.
- The PBC focus is on mandatory expenditures.
- The first full look at the Tentative Budget is in April, and it goes to the Board in June.
- Will PBC get the planning priorities?
- Prop. 98 will exceed 11% of the budget for first time.
- The State budget appears to be pro community college.
- K-12 enrollment is decreasing, and there is a decline in high school graduates also.
- The governor is very pro vocational education, and new funds are being allocated for this.
- There is additional funding for non credit programs; however, the institution has to provide a certificate of employment or a certificate of competency.
- There is a need to look at how ECC packages its products and how it delivers them. The process is so slow that by the time the college gets something approved, the students have moved into something else. The college needs to look at trends and respond to them more quickly.

Agenda for the Next Meeting:
- Look at the Preliminary Budget. See revenue projects and first cut on the expenditure side. Utilities and salaries will also be in the first look.

Meeting adjourned at 2:35 p.m.

pbc118

PBC Meetings – 2007

(Meetings are primarily scheduled for the 1st and 3rd Thursdays of each month. Meetings will be held 1:00 p.m. – 2:30 p.m. in the Alondra Room).

January 18
February 1
February 15
March 1
March 8
March 15
March 22
April 5
April 19
May 3
May 17
June 7
June 21
July 5
July 19
July 26
August 2
August 9
August 16
August 23
August 30
September 6
September 13
September 20
October 4
October 18
November 1
November 15
December 6
December 20

PLANNING & BUDGETING COMMITTEE
February 1, 2007
1:00 – 2:30pm
Location: Alondra Room

Facilitator: David Vakil / Arvid Spor   Note Taker: Ruth Sanchez

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STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

☐ David Vakil, Co-chair (non-voting)   ☐ Cheryl Shenefield, Administrative Services
☐ Arvid Spor, Co-chair (non-voting)   ☐ Harold Tyler, Management/Supervisors
☐ Miriam Alario, ECCE   ☐ Susan Taylor, ECCFT
☐ Ian Haslam, Academic Affairs   ☐ Lance Widman, Academic Senate
☐ Dawn Reid, Student Services   ☐ Saad Husain, ASO representative

Attendees

☐ Luis Mancia – Alt., ECCE   ☐ John Means – Alt., Stud. Serv.   ☐ Jeff Marsee – Support
☐ Ken Key – Alt., ECCFT   ☐ Bo Morton – Alt., Mgmt/Sup.   ☐ Mike D'Amico – Support
☐ David Westberg – 2nd alt. ECCFT   ☐ Luis Ruiz – Alt, ASO   ☐ John Wagstaff – Support
☐ Teresa Palos – Alt., Acad. Senate   ☐ Susan Dever – Pres. Senate   ☐ Janice Ely – Support
☐ Virginia Rapp – Alt., Ac. Affairs   ☐ Francisco Arce – Support
☐ Rocky Bonura – Alt., Adm. Serv.   ☐ John Baker – Support

AGENDA

1. Approval of Minutes for Jan 18th ---------------- All PBC participants ------------- 1:00 p.m.

2. 2007/08 expenditure projections --------------- Jeff Marsee / Janice Ely ------- 1:10 p.m.

3. A.R.C.C. Briefing ----------------------------------- Arvid Spor ------------------------ 1:40 p.m.

4. Preliminary indicator work ----------------------- Arvid Spor / David Vakil ------- 2:00 p.m.

5. Non-agenda items & agenda development -- All PBC participants ------------- 2:20 p.m.

6. Adjournment -- 2:30 p.m.

Next Scheduled Meeting – February 15, 2007 - Alondra Room

Planning and Budgeting Committee Endorsements

Dear President Fallo:

The Planning and Budgeting Committee has diligently met six out of the past seven Thursday afternoons to hear presentations and to discuss multiple plans and program review recommendations with accompanying funding requests. Your direction to the two of us, and by default all PBC members, was to endorse strategic long-term plans. One strategic method to boost the College's FTES is to improve student retention.

The PBC set a goal last year to focus primarily on student retention. The following plan-driven augmentation funding requests were endorsed last Thursday by the PBC in an effort to meet the end of November deadline. Greater detail on each plan will be provided upon request.

A. **$112,000 – Distance Education expansion proposal** (unanimously endorsed by the Academic Senate)

B. **$50,000** – A component of the **2006 – 2007 Enrollment Management Plan** (New Student Orientation, Welcome Week, High School Senior Day, etc.)

C. **$15,000** – **Financial Aid Program Review recommendation** (Datatel auto packager – reduces processing time from six to two weeks)

D. **$75,000** – **FYE Program Review recommendation** to expand recruitment and retention. The request was for $150,000 for one year, pro-rated to $75,000 for the remainder of this year. The committee fully supported FYE's proposals.

E. **$10,000 – Financial Aid Program Review recommendation** to expand evening hours from two to four days each week

F. **$10,500 – Humanities Q-Builder request** (active involvement in learning)

G. **$4,200 - Humanities Q-Builder request** (success for developmental students)

H. **$10,950 – Industry and Technology Q-Builder request** to improve student success and retention within the division

I. **$76,500 – Natural Sciences Q-Builder request** to fund MESA-led tutorial programs

J. **$47,300 - Industry and Technology Q-Builder request** for engineering technology

K. **$1,300 – Math Q-Builder request** (online supplements for math courses)

L. **$84,000 – Business Q-Builder request** to improve student success/retention

M. **$30,000 – Math Q-Builder** request to provide necessary non-bond funded equipment in classrooms

N. **$ 3,000 – Natural Sciences Q-Builder request** to expand teaching and learning

O. **$40,000 – Humanities Q-Builder request** to provide greater access to technology

P. **$5,000 - Humanities Q-Builder request** to enhance faculty knowledge/skills related to recruitment and retention

Q. **$1,000 - Humanities Q-Builder request** to promote increased levels of non-classroom contact between faculty and students

$575,750 - Total augmentation funding requests

PBC members also endorsed a component of the 2006 – 2007 Enrollment Management Plan to hire a fulltime "working" Director of Institutional Research at an annual rate of approximately $140,000 (salary and benefits). The committee did not include this endorsement with the above augmentations because the committee members expressly requested that this position be funded with on-going funds. The actual amount spent on such a position this fiscal year would probably be less than $50,000 considering the timing of the selection process.

There was also discussion about a proposal in the Humanities division to pay faculty a stipend to transition face-to-face classes to an online environment. The committee referred this proposal to the Distance Education committee for further examination. PBC thought favorably of this idea.

The PBC endorsed the notion of setting aside the balance of funds (approximately $424,000) to be used for program reviews that come before the committee over the next three months with funding recommendations made to you by no later than March 31, 2007. This timeline was based on when the vice presidents considered program reviews to be available from all three areas.

The committee expressed a desire to let the campus community know the full funding request process to aid with future requests. As co-chairs we would write an explanation of the process the committee used to determine which proposals were endorsed by PBC for funding consideration. On behalf of the PBC we ask that your final decision and accompanying rationale also be communicated to the campus community.

Sincerely,

Arvid Spor   David Vakil
Co-chair   Co-chair

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
October 19, 2006

MEMBERS PRESENT

__x__David Vakil, Co-Chair	__x__Arvid Spor, Co-Chair
__x__Miriam Alario	_____Harold Tyler
_____Ian Haslam	__x__Lance Widman
__x__Susan Taylor	__x__Cheryl Shenefield
_____Dawn Reid	_____Saad Husain

Others Attending: Francisco Arce, Mike D'Amico, Susan Dever, Janice Ely, Irene Graff, Ian Haslam, Ken Key, Luis Mancia, Jeff Marsee, Teresa Palos, Dave Westburg

Approval of Minutes
Regarding the minutes of October 5, what was reason behind having crossed out a presentation on the agenda, it was crossed out again this week.

What is an accuplacer on page 1, #3? It is software ECC is using ECC for testing and placement. Delete bullet 4 under non-agenda items, where did the 3% go.   Minutes were approved with changes.

Academic Senate motion related to PBC
The proposed resolution (attached at the end of these minutes) was adopted by Academic Senate unanimously on Tuesday 10/17.   Basically it is a response to be endorsed by this committee, conveying concern, displeasure, and objection to the final budget process as played out this year. No details as in past, no opportunity to make recommendation to Board, supplement provided by President to the Board was not reviewed by PBC.

VP Marsee said he appreciates the concerns about the review process. As a result of last meeting's comments he went back and reviewed minutes of the previous month and noted that on August 17 when president made detailed report of the budget, not all members were present. Also, he believes explanation related to why supplement is not included on 10/17 related to directives by the Board of Trustees and follow-up activity. Such activity included a meeting with Dr. Fallo and the two chairs of this committee. He also noted that while some items did go to Board without PBC approval, most had been approved by the committee. He said that the President has been very thorough in discussion of the budget.

The process of how the budget is usually shared with PBC was not followed this year; there have been serious changes in the budget that have taken place that were not discussed in PBC prior to adoption by the Board of Trustees. There has been no opportunity yet for this body to achieve closure of the 2006-2007 budget process.

It was also stated that because the decisions about the $1 million funding were done quickly, in a process that skipped PBC, a new process should be put in place. The two co-chairs should help

design a process so this does not occur again. VP Marsee said he agreed on the funding allocation of the $1 million, he disagreed on other statements related to the budget review and development process.

In the past practices, representatives from Fiscal Services and previous business managers, the committee spent entire meetings going through the budget page by page, and this did not happen this year. At the August meeting when minutes were read, there was no detailed explanation of the budget. There were a lot of questions and answers. This process has not happened as of this meeting. Secondly, the supplemental memo from the president may have been reviewed by the co-chairs but that is not the PBC committee. While there is faith in their ability to go through supplemental memo, in PBC items were discussed piece-meal and the committee has never seen the document as a whole and therefore it has not been discussed by PBC.

To clarify, it was mentioned that "Detailed discussion of the budget" means fund-by-fund discussion.

VP Marsee said PBC can certainly do it the way you used to do it. There was no exclusive meeting prior to the Board meeting and to do what was proposed would be redundant when it had just been done by the president at the last meeting preceding the Board meeting. There was no intent to hide anything, he felt the president made a very thorough presentation. In response, it was noted that the presentation is not the issue. The assumption that information was hidden and/or not presented to PBC, or not clarifying issues related to the budget. It was stated that the process is what's being discussed here.

Does the committee vote at this meeting or air it and vote at next meeting? It was moved to approve the resolution as submitted. The discussion continued.

Normally in the process when going through various things, specific changes would be pointed out, and PBC had an opportunity to recommend sending the budget with or without changes. It was explained what the budget would be but the committee was never asked to make recommendation to the Board.

If the budget was to be presented, it should have been two weeks earlier. This year PBC did not have the opportunity for an additional meeting because the Board met a week earlier.

Questions: Is Compton is in the final budget? The answer was no. Are raises in the budget? The answer was no.

It was stated that when the information was received from president, the entire meeting was devoted to the information the President presented. PBC was not able to come back to deal with concerns. As a result of time constraints, it was not certain if the committee understood importance of having meetings in two consecutive weeks. PBC should have had that opportunity and been allowed to address concerns. Even if there would not be changes, the committee should have the opportunity for a better understanding and able to pass on to constituents. Since the past cannot be changed, plan for next year to be able to go through the process.

It was understood that the Board stated, even though it is the final budget, it still can be changed. The committee should still have the opportunity for more detailed review.

There are still moneys to be approved and there are various plans and budget links that as a body PBC needs to review

David Vakil, Arvid Spor, and Vice President Marsee met with Dr. Fallo. During this meeting, Dr. Fallo was asked if he saw any benefit of PBC meeting to review the budget. He said he did not believe there was any reason for an additional meeting. However, it was noted that the co-chairs had the prerogative to call another meeting but they went with the president's opinion.

Regarding the motion on the floor, it was noted the next to the last paragraph effectively is reprimanding the president for activities that were not under his purview, such as the scheduling of a follow-up PBC meeting. This resolution is calling for the reprimand of the president and the administration for something he did not orchestrate.

The concern was raised as to how important is this committee to the institution and how important is this committee to addressing budgetary concerns. If it is not important, it doesn't matter. What value does this committee have? If it has no value, it's a moot point; if it has value, then respect it.

Who can vote? Members' names are at the top of agenda; four voting members are available at this meeting.

Question is to vote on whether to vote now. Call for the question to vote: by a voice vote, there were several (3?) yes votes and one no vote, with zero abstentions. Call for question passes. On the resolution itself, again a voice vote was taken and the resolution passed, with zero no-votes or abstentions, and several (3?) yes votes.

Discussion of the 2006-2007 budget

What is the difference between final and tentative budgets? A handout was distributed giving specifics and Janice Ely made the presentation. It was noted that the Compton budget is not in the ECC final budget, but Compton revenue generated by the partnership is included.

State appropriations are made up of 3 components: tuition fees, local income which is local taxes, and the actual state appropriation itself. On January 1, 2007, enrollment fees will drop from $26/unit to $20/unit. Income will not drop because the State has calculated that differential revenue and increased their overall appropriation accordingly. Local sources, tuition fees or taxes, shift up and down, when the appropriations process, takes all the assumptions and gives us a single number for appropriations. What the State is giving us, regardless of the three components, will be the driving number.

SB361 gives us two sources, one is FTES driven, taking FTES times $4,361 and a lesser number for non-credit courses, add them together and add to that what is called Foundation funding, which depends on whether districts are single or multi-college district. This number changes, and the second is the actual size of institution. Larger (20,000+ FTES) receive more money. Take

the FTES calculation and add the Foundation funding number. That is why Compton number is so important to us; it moved us up in two categories of the foundation funding source. It moves us up to $1 million higher in size and there is the $1 million for operating a center. We did get a negotiation agreement with the Chancellor Office to consider us to be a 20,000+ institution because we administer 20,000 students including Compton. All of this is in the revenue number.

Regarding State income mandated costs, does Sacramento fund some of it? This is not included in the budget that because it is not known when the State is going to pay. It could be as much as 5 years after the claim is filed. The State sends detailed statements and individual checks for each claim.

Another difference regards retirees benefits. $500,000 is reclassification of funds from that account into an interfund transfers to another account. This money will be used for future expenditure. This leaves the $336,000 currently being reimbursed to retirees for medical benefits in the original account.

Page 30, salary increases have been removed. Last year faculty received 8% pay raise but the increase covered half a year. If everything stays the same, this year having exactly the same number of faculty and same salary step and column and the same number of faculty, the salary level should go up 4%. Last year there was $23.5 million for regular salaries, this year budgeted is $23 million. Less is budgeted rather than increased 4%. Is that because we have lost a whole lot of teachers? VP Marsee said 14 program positions were lost. What was done in the preparation of the budget was identify the number of sections it would take to reach 19,300 FTES to increase the part time sections to offset the loss of full time sections to allow us to pay that number.

The question was raised as to whether there will be an opportunity for this committee to have input on the amount of investment to back fill to pay people for extra time for Compton-related work. Will it actually cover amount of effort being put in and is it sufficient? Should there be more dollars put in? The response was that it is not known what to expect. There is no question that the $1 million in reimbursable money will be spent this year, next year it's expected to drop to half of that.

Each year the district should be looking at $2 million one-time money from Compton as truly being one-time moneys, to be used for one-time fundings.

We received several sources of one-time money, totaling $1,631,972. Of that, $1,268,023 is in the interfund transfer money and the remaining $363,949 is match moneys, fund 12 ($68,000), and fund 41 ($205,000).

This third handout and additional discussion will be held to next PBC meeting on November 2.

Agenda development for November 2 meeting,
       Irene is making presentation
       Continue with handouts
       COLA

I-Grants from Foundation / Katie is preparing explanation

Meeting adjourned at 2:30 p.m.

Senate's motion

Whereas, El Camino College Administrative Procedure 2510 states that "Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees, and

Whereas, pursuant to AP 2510, "Collegial consultation groups shall include … the Planning and Budget Committee" as a "collegial consultation standing committee which also sends its recommendations to the College Council for review," and

Whereas, the purpose of the Planning and Budget Committee is to serve as the steering committee for campus-wide planning and budgeting in order to assure that the planning and budgeting are interlocked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college, and to make recommendations to the President on all planning and budgeting issues, and

Whereas, historically the Planning and Budget Committee has had the opportunity to carefully evaluate spending priorities contained in the proposed Final Budget based on a thorough and detailed presentation by Fiscal Services staff prior to the submission of the Final Budget document to the Board of Trustees, and to make recommendations to the Board of Trustees concerning the adoption of the Final Budget, and

Whereas, the proposed Final Budget for 2006-2007 was not presented to the Planning and Budget Committee in its entirety prior to its adoption by the Board of Trustees at its September Board meeting, nor was the September 5, 2006, memorandum from President Fallo to the Board of Trustees, "2006-2007 Final Budget Supplement," ever presented to the Planning and Budget Committee for discussion prior to the consideration and subsequent adoption of the Final Budget by the Board of Trustees, and

Whereas, in the absence of the long-standing past practice of receiving a thorough and detailed presentation of spending priorities the Planning and Budget Committee was unable to carefully evaluate those priorities and make recommendations to the Board of Trustees concerning the 2006-2007 Final Budget, a situation that continues over five weeks after its adoption by the Board of Trustees in September, therefore

Be It Resolved that the Planning and Budget Committee most strenuously objects to the serious compromising of the collegial consultation process at El Camino College as exhibited by the actions taken by President Fallo and District administrators concerning the complete absence of a presentation to, consideration by or evaluation of the proposed 2006-2007 Final Budget by the Planning and Budget Committee prior to its adoption by the Board of Trustees in September, furthermore

Be It Resolved that the Planning and Budget Committee expresses its considerable displeasure that the Planning and Budget Committee was virtually excluded from considering the proposed augmentations and enhancements contained in President Fallo's September 5, 2006, memorandum to the Board of Trustees, "2006-2007 Final Budget Supplement," effectively denying the historic role of the Planning and Budget Committee of recommending spending priorities to the Board of Trustees prior to the adoption of the Final Budget, furthermore

Be It Resolved that the Planning and Budget Committee believes that these actions taken by President Fallo and District administrators represent a serious violation of the letter and spirit of collegial consultation contained in the Title 5 Code of Regulations and Administrative Procedure 2510 concerning shared governance at El Camino College, furthermore

Be It Resolved that the Planning and Budget Committee conveys its dismay that no steps have been taken to correct this situation since the Final Budget, including the "2006-2007 Final Budget Supplement," was adopted over five weeks ago, and demands that President Fallo and District administrators take immediate effective action to do so.

Proposed by Lance Widman

PLANNING & BUDGETING COMMITTEE
December 7, 2006
1:00 – 2:30pm
Location: Alondra Room

Facilitator: David Vakil & Arvid Spor   Note Taker: Ruth Sanchez
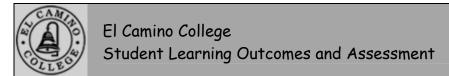

STATEMENT OF PURPOSE

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☐ Teresa Palos – Alt., Acad. Senate ☐ Susan Dever – Pres. Senate   ☐ Janice Ely – Support
☐ Virginia Rapp – Alt., Ac. Affairs ☐ Francisco Arce – Support
☐ Rocky Bonura – Alt., Adm. Serv.   ☐ John Baker – Support

AGENDA

1. Approval of Minutes for Oct 19 & Nov 30 --- All PBC participants -------------1:00 p.m.

2. Finish review of 2006-2007 budget ----------- Jeff Marsee / Janice Ely ------- 1:10 p.m.

3. Review Budget augmentation (9/5 memo) --All PBC participants ------------1:40 p.m.

4. Discussion of potential COLA adjustment ---All PBC participants ------------2:05 p.m.

5. Non-agenda items & agenda development--All PBC participants ------------2:25 p.m.

6. Adjournment-- 2:30 p.m.

Next Scheduled Meeting – January ____,2007 Alondra Room

El Camino College Core Competencies:

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

I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

End-of-Semester Report – Fall 2006

Introduction: The Student Learning Outcomes Assessment project was started with a three-phase cycle in mind: Identify, Assess, Reflect. This semester started the initial phase in this inaugural SLO assessment cycle; next semester, we will start the second phase in the cycle. The goals in this first phase were to:

- Identify core competencies,
- Identify key people and form committees,
- Identify knowledge gaps,
- Identify program-level SLOs,
- Identify course-level SLOs,
- Identify target SLOs,
- Identify assessments already in place, and
- Identify appropriate assessment strategies.

As we report below, we were successful on many fronts, and at the same time have found that we still have more to do on others. This semester has been a learning experience for all involved, and in the next semester, we will continue to make progress in many of the tasks listed above as well as to start assessing the SLOs we already have in place. Thus, the plan remains to develop and to implement complete assessment cycles at all three levels (course, program, and institutional) for select programs and courses within each division, learning lessons from the first cycle and then expanding SLOs and Assessments to all programs and courses.

In the chart on the following page, we summarize our progress on the three levels of assessment and make recommendations and plans for continued work on each level. After this initial summary, the rest of the report details specific progress made in each of the academic divisions, including the areas of student services and counseling. The second main section reports on progress made in the Assessment of Learning Committee, and the final section discusses results of workshops held during the semester. We conclude with a brief summary of lessons learned during the semester. This report also includes an appendix with all of the Assessment Plans and other artifacts submitted to us as evidence of our progress.

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Summary of Progress At the Institutional, Program and Course Levels:

	Progress	Recommendations / Plans
Institutional	At the institutional level, we achieved our goal of establishing a college-wide Assessment of Learning Committee (ALC) and drafting college-wide Core Competencies.	The Core Competencies should be ratified by the Academic Senate in the spring. The ALC will determine the appropriate places to house SLOs and Assessments, as well as determine how they will be incorporated into our curriculum review and documentation process. The committee will also work to find a permanent physical office for SLOs and Assessments.
Program	The least progress was made at the program level for two reasons. First, faculty found working at the course level an easier place to start, with certain notable exceptions. Second, those programs that wished to develop program-level SLOs and Asssessments tied to the college-wide core competencies have had to wait until these competencies are written and ratified.	While the spring's emphasis will be on assessment, identifying program-level SLOs and Assessments will be a primary task for members of the ALC and Division SLO Committees.
Course	Tremendous progress was made in identifying course-level SLOs and Assessments throughout the college. In many cases (but not all) these SLOs are ready to be assessed during the Spring 2007 Semester. However, some divisions are still struggling either to understand what SLOs and Assessment Plans are or to find the faculty members willing and able to create them.	The primary objective for the spring will be to take the SLOs that have already been developed and assess them. At the same time, members of the ALC and the Division SLO Committees will be working to help Divisions who find themselves a bit behind schedule, as well as encouraging faculty who are ready to move forward design new course-level SLOs and Assessment plans.

I. Division Progress: This section reports the progress made in each academic division as well as in counseling and student services.

A.   Business Division:

Identified Programs
The identified programs within the Business Division are listed below, with a brief report of activities in each:
Accounting Dept: Currently, the division has decided that this department is exempt from doing SLO's while Tim Miller is doing Program Review.
CIS Dept: Again, the division has decided that this department is exempt from doing SLO's while Randy Harris is doing Program Review
Real Estate Dept: This department reports that it has completed its SLOs last semester, when its program review was completed. We hope these SLOs will be submitted to the ALC so that we can learn from them.
Law & Paralegal Dept: This department just completed ABA accreditation (the work for this accreditation was performed by a now retired faculty member). Until this department has a new fulltime faculty, SLOs will have to wait.
Office Admin Dept & Management Dept: No progress was made in the fall semester, but faculty plan to start the process of SLO development in the Spring.

Identified People
Few specific faculty members were identified by the Business division as leaders in developing SLOs and Assessments. Donna Grogan was selected for the campus-wide Assessment of Learning Committee (ALC.).

Identified SLOs
The Business division submitted no specific SLOs to the ALC and the Co-Coordinators.

Recommendations
The co-coordinators need to work more directly with faculty in this division in order to make more progress in the area of SLO and assessment development. The idea of exempting faculty who are working on program review from developing SLOs should be reconsidered and workload distributed so that it does not cause undue burden on these faculty.

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B. Behavioral / Social Sciences Division:

Identified Programs
The programs for the division are as follows: anthropology, childhood education, economics, history, human development, teacher education program, philosophy, political science, psychology, sociology, and child development center. It was decided that all programs would be targeted for SLO development this semester.

Identified People
Christina Gold (history) was appointed as the division representative for the campus-wide Assessment of Learning Committee. The division council will coordinate SLO activities in the division.

Identified SLOs
The first meeting to discuss the SLOAC project at the division level was Tuesday, October 17, at which Jenny Simon was present. At that meeting, it was decided that each program/discipline would develop one course-level SLO during the semester for assessment the next semester. A division brown-bag was set up for November 28. It was facilitated by Christina Gold, and attended by Jenny Simon. Currently, the course-level SLOs are still in development.

Recommendations
Rather than general meetings with the entire division, the division ALC representative and the Co-Coordinators should work more directly with individual faculty representing programs and courses to create SLOs and Assessment plans.

C. Fine Arts Division:

Identified Programs
Programs within the Fine Arts division currently fall largely along existing departmental lines, although through discussions with Harrison Storms (the division ALC rep) and Andrea Micallef, we realize that as more faculty become directly involved in designing SLOs and Assessments, new programs within a department are likely to arise.

Identified People
The Fine Arts division has also had some problem finding faculty from each of the departments to take the lead in developing SLOs and Assessments. As noted above, Harrison Storms and Andrea Micallef have come forward from the Art department,

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but little else has happened. Harrison Storms feels that if the two of them can present full SLOs and Assessments to colleagues sometime in Spring 2007 that more faculty will be willing to step forward.

Identified SLOs

Harrison Storms is currently separating and further refining his four SLOs for **Art 17/18 (Life Drawing).**   Andrea Micallef will begin developing SLOs for **Art 39/40 (Advertising Design)** in Spring 2007.

Recommendations

Our experience with Harrison Storms, who became the Fine Arts division rep for the ALC reluctantly and came to the first meetings with a great deal of skepticism about the entire notions of SLOs and Assessment, points to one of the strategies that really does work to change faculty opinion: one-on-one consultations. However, more resources (and possibly a third coordinator—see section I, part J for specific recommendations) might be considered to afford coordinators the opportunity to schedule more individual consultations in the future.

D. Health / Kinesiology / Special Resources Division:

Identified Programs

The programs for the health sciences and kinesiology division are as follows: nursing, radiologic technology, respiratory care, kinesiology, and Special Resource Center. Nursing, radiologic technology, and respiratory care already assess SLOs on a regular basis because they are all accredited by outside agencies; the Special Resource Center and kinesiology department both made progress towards SLO development this semester.

Identified People

A division-level SLO committee was identified, consisting of the following members: Bill Hoanzl (special resource center), Kelly Clark (radiologic technology and respiratory care), Rory Natividad (kinesiology), Karen Hellwig (nursing). From this committee, Kelly Clark was elected as the division representative for the campus-wide Assessment of Learning Committee.

Identified SLOs

Nursing, radiologic technology, and respiratory care are all independently accredited programs. Nursing is accredited by the National League for Nursing Accrediting Commission (nationally recognized) and is scheduled for review in 2011. The nursing program is also accredited by the Board of Registered Nursing (California) and is

scheduled for review in 2009. Radiologic Technology is currently accredited by The Joint Review Committee on Education in Radiologic Technology (nationally recognized) and had just submitted a self-study report for renewal of accreditation June 2006. The Rad Tech program is also recognized by the Department of Health and Human Services Radiologic Health Branch (California). The Respiratory Care program is currently accredited by Committee on Accreditation for Respiratory Care and is scheduled for review in 2010. These programs, as required for accreditation, already have a student learning outcomes assessment plan in place.

The Special Resources Center has been included in the Academic SLO process and the Student Service SLO process. Both our instructional and services components have worked towards meaningful SLOs. Some of the activities have been:

- Met on Flex Day and developed through consensus a program SLO. In the process of defining assessment and outcome process/procedures
- Faculty moving syllabus format to Division standard template…including SLO format and tracking elements.
- Starting December 6, 2006 SRC is actively participating in self-study/program review from the Chancellor's Office. One component is review of SLOs of the categorically funded programs and the effectiveness of service delivery. (Campus deadline for on-site study and documentation is January 19 with a due date for Chancellors Office of February 15th).
- Modeling program structure has been shared with our counterparts at the Compton Center with the Compton Center integrating current SLO practices with ECC request. Compton Center is in parallel DSPS Program Review process.
- Project Hands On – Service Learning Mentee Program is doing well in the second year of grant cycle.
- Curriculum review is in full swing and actively pursuing one course to be reviewed and presented to College Curriculum committee during Spring Semester.
- Have at least four staff members actively participating on committees for the Accreditation Self-Study.
- Gathering end of the semester data to compare service effectiveness as it relates to the SLOs.

Currently the Department of Kinesiology is undergoing Program Review. The Kinesiology faculty and staff attended a retreat, Sunday December 3, 2006. The 2nd half of the Faculty survey and the entire classified survey were handed out and completed; the first part was filled out previously. Discussion regarding the surveys ensued with many interesting points brought up such as:

- Many of the faculty were unable to respond to questions regarding SLO's. The questionnaire served to document this starting point and provided baseline data for future program reviews. The Department should be well versed in SLO's at the course and program level by fall semester 2007.

- There have been three post-flex day Department meetings with emphasis on student learning outcomes among other topics. Jenny Simon was in attendance at one of the Department meetings to answer questions regarding SLO's and campus wide goals.

Recommendations
This division is a model for the rest of the campus. As they continue to make progress and produce more and more product, these must be shared with the rest of the campus, both on the website and through recruiting active faculty within this division to lead workshops regarding the development and assessment of SLOs.

E. Humanities Division:

Identified Programs
The programs for the humanities division are as follows: transfer-level English (including literature courses and the 1A, 1B, 1C composition series), prebaccalaureate (including developmental reading and composition courses), foreign languages, ESL, journalism, and academic strategies. It was decided that transfer-level English and the prebaccalaureate program as well as ESL would be targeted for SLO development.

Identified People
Darrell Thompson (English) and Matt Kline (ESL) were appointed to serve on the campuswide Assessment of Learning Committee. A division SLO committee was also formed, comprising of the following representatives: Dana Crotwell and Mimi Ansite (transfer-level English), Cynthia Silverman and Susan Corbin (prebaccalaureate-- reading and developmental writing), Bernie Rang (foreign languages), Evelyn Uyemura (ESL), Jolene Combs and Lori Medigovich (journalism), and Sharon VanEnoo (academic strategies). This committee met once during the semester on Oct. 31 in order to identify the target programs.

Identified SLOs
Two course-level SLO assessment plan forms have been submitted by the transfer-level English program (for English 1A, spear-headed by Dana Crotwell) and the ESL

program (for ESL 53B--intermediate writing and grammar, led by Jenny Simon). These forms can be found in the appendix.

In addition, final essays were collected this semester from all sections of English B, English A, English 1A, English 1B, English 1C, and the ESL equivalents of English A and 1A (English AX and English 1AX). The students whose essays were submitted were randomly selected based on their numerical position in the attendance roster (e.g. students 5 and 23); then unmarked, ungraded essays with no names or identifiers were submitted to the division office. While SLOs have not been developed for any of these courses, except for English 1A, this effort represents a major step forward in the division's progress towards a comprehensive assessment program.

Recommendations
The sort of research the humanities department is conducting even before creating SLOs is quite impressive and should be showcased for the campus once it has been completed and SLOs developed.

F. Industry / Technology Division:

Identified Programs
Industry and Technology is a division suffers from a great (sub)division. Programs are quite easily identified, but often these programs are staffed by only one full-time faculty member, making assessment of student learning (and even program review) very burdensome. There may even be programs that are only staffed by adjunct faculty. We have encouraged this division to explore other ways of defining programs that will facilitate SLOs and Assessment, even if they cannot use the same programs defined for SLOs and Assessment as the programs for program review.

Identified People
Steve Cocca attended one of the SLO workshops and, since he was the only attendant, we went to his division and looked directly at course outlines. We examined the Electronics program's curriculum. What we found was that most of the course outlines of record contained what are essentially SLOs under the "Critical Thinking Assignment" portion of the course outlines. Steve Cocca assures us that these sorts of critical thinking assignment permeate the entire curriculum within this division These should serve the division well as a starting point for further development of SLOs and Assessments.

The other faculty that has stepped forward is the division rep to the ALC, Ray Lewis, has incorporated the college-wide core competencies into the program review for Administration of Justice.

Identified SLOs
While no specific SLOs from this division are included in the appendix, we think this division is well-situated to make a great deal of progress in the spring.

Recommendations
Tom Jackson was our chief contact in the division at the beginning of last fall, but he has moved to the Compton Center. We plan to work more closely with Dean Ron Way this spring to target programs for SLOs and Assessments and target the faculty from one or two of these programs.

G. Mathematical Sciences Division:

Identified Programs
The Mathematical Sciences Division has identified six programs: **Pre-Algebra, Algebra, Calculus, Mathematics for Prospective Teachers,** and **Business and Engineering,** as well as **Computer Science.** The division has decided to reshape its course committee structure to fit these new programs, so that the division can more efficiently bring together curriculum review, program review and SLOs and Assessments, as well as more mundane activities as textbook selections.

Identified People
Pre-Algebra Program: Jackie Sims
Algebra Program: Sue Bickford
Calculus: Paul Yun
Mathematics for Prospective Teachers: Judy Kasabian
Business and Engineering: Cindy Bredek
Computer Science: TBD

Identified SLOs
Pre-Algebra Program: Mathematics 23: Course SLO Statements have been drafted and are under review. Assessment plans are under construction.
Algebra Program: Mathematics 70: Course SLO Statements have been drafted and are under review. Assessment plans are under construction.
Calculus: While the target course is still to be determined, the committee members met for a "Pizza and Assessments" meeting, at which members shared how they assessed student learning of a number of different concepts. These conversations will continue in the spring.
Mathematics for Prospective Teachers: Three **Program SLO Statements** drafted and under review. The target course will be Mathematics 115: Three Course SLO

Statements (aligned with Program SLO Statements) have been drafted and initial Assessment plans drafted and are under review.

Business and Engineering: Mathematics 150: three Course SLO Statements have been drafted and are under review, Assessment plans are under construction.

Computer Science: TBD

Recommendations

It must be noted that more SLO statements were produced in this instructional division than in any other, despite a high level of continued skepticism about SLOs and Assessments. What made this work possible was strong leadership by the dean, a faculty with a strong work ethic (despite misgivings about SLOs and Assessments) and the fact that linking curriculum and program review, as well as SLOs and Assessments with a restructuring of the committee structure within the division appealed to the faculty's sense of efficiency.

H. Natural Sciences Division:

Identified Programs

The programs for the natural sciences division are as follows: pre-professional/pre-major, Allied Health preparation, and general education. It was decided that Allied Health preparation would be targeted for SLO development.

Identified People

Nancy Freeman (Biology) was confirmed as the division representative for the college-wide Assessment of Learning Committee. The division council will take on the responsibility of leading the charge of SLO development in the division. Jessica Padilla has taken a major role in coordinating SLO development for the Allied Health Preparation program, the targeted program for the division.

Identified SLOs

No SLO assessment plans had been submitted by the end of the semester. However, the Allied Health preparation program is currently developing program-level SLOs, and there was a meeting on Dec. 12 to take further steps in accomplishing this goal. In addition, a program-level SLO workshop was held in the division on Nov. 3 by Lars Kjeseth and Jenny Simon to train faculty in the Allied Health Preparation program about program-level SLO development.

Recommendations

The Natural Sciences Division has a good plan and have made sufficient progress for the Fall. We simply recommend that they continue moving forward.

I. Learning Resources Unit:

Identified Programs
The programs within this unit are not yet clearly identified and the current working definition is that the entire unit is ONE program, with the services offered students seen as "courses" within that program.

Identified People
The Learning Resources Unit Council is working as the Unit SLO Oversight team. The Unit Council members are Alice Grigsby, Howard Story, Susie Dever, Ed Martinez, Don Brown, Moon Ichinaga, Kerry Bossin, and Claudia Striepe.

Identified SLOs
The team had Lars Kjeseth over to speak to us on Course level SLO's. As a result of that meeting the Unit crafted a course SLO as follows:

After a bibliographic instruction session, students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk.

Some members of the team attended the Program level SLO workshops presented by Jenny Simon and Lars Kjeseth. With this knowledge shared, the team was able to come up with the following Program- level SLO for the Unit:

Students will have increased access to a greater number/range of information resources provided by the LRU.

The team plans to ask Lars or Jenny back for a further, fuller discussion on the Program level SLO, and to aid in brainstorming further ideas for measuring tools for assessment of the SLO's and other advice as needed.

In an attempt to create a baseline level of measurement, and to get a start on data collection that we can use for measurement, the Unit has also drawn up, and begun distribution of, a Unit survey.

Team member Claudia Striepe is also on the ALC, and as such has had input in drafting the Campus Institutional Outcomes. She also presented these to the Unit SLO team for suggestion/comment and is a conduit for information from the campus committee.

Recommendations

The enthusiasm for SLOs and Assessments within the Learning Resources Unit is infectious, but resources are needed to support them as they strive to actually perform meaningful assessments while being seriously understaffed.

J. Counseling and Student Services Division:

Identified Programs

This division started out ahead of the rest of the campus in thinking about the quality of its services in terms of what students using the services will be able to do after utilizing what the division has to offer. Each of the major programs within the division have identified at least one SLO statement:

Admissions and Records

Students will be able to utilize web technology to accurately and successfully apply and register on-line.

Assessment and Testing

By participating in the Assessment/Testing Program, students will develop attention to detail and will enhance their computer skills by completing their college placement exams on-line.

Counseling

By completing a series of career assessments, undecided students will be able to choose a major and track declaration of majors.

EOPS

By participating in the educational planning process in EOPS, students will be able to create and follow a 6 semester educational plan.

EOPS/ CalWORKs/CARE

By participating in the Education to Work activities created by CalWORKs, students will be able to connect their educational training to a direct job skill.

Financial Aid

Students using the online Financial Aid Orientation will use more online financial aid services

First Year Experience

Students in First Year Experience learning community courses will demonstrate the ability to formulate an educational plan that supports their academic and career goals.

Student Development

By participating in Student Government, students will be able to facilitate a group meeting using parliamentary procedure.

Identified People

While many people have been involved, Cynthia Mosqueda has been an especially strong leader.

Identified SLOs

As we met with representatives of Counseling and EOPS/CARE /Calworks, the task that students are asked to do is create a three-year academic plan to help them meet their goals. Using this common product as the focus of a large assessment that would involve transfer level students using general counseling services, CARE students and student taking the Human Development 8, evidence is likely to be found which will reveal what works well and what does not work so well.

Recommendations

The unique nature of Student Services, plus the fact that the current faculty co-coordinators are stretched extremely thin, suggest that a third co-coordinator from Student Services be given a 25% release to assist in building the SLO and Assessment program at El Camino College. Cynthia Mosqueda would be an excellent choice. At the very least, the college-wide ALC needs a Student Services representative and Cynthia Mosqueda would be superb.

II.   Assessment of Learning Committee Accomplishments:

The Assessment of Learning Committee (ALC) was formed and held its first meeting on September 29, 2006. Its major accomplishment for Fall 2006 was to write core competencies for the entire college, which will be submitted for ratification by the Academic Senate early in Spring 2007. We have included these below:

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

I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

Another important accomplishment of the committee was the development of definitions of terminology related to SLOs and assessment. A copy of this list of definitions can be found in the appendix as it is too long to be included here.

Additional projects that have started this fall and will continue in to the spring include the following:

- Discussion and recommendations made to the Academic Senate about where SLOs belong in the curriculum, where they should be "housed" and how they should be organized
- Development of more training materials and a resource binder and/or handbook. Committee members also plan to take on more of a leadership role in their respective divisions and help in training faculty to develop and assess SLOs.
- Establishment of methods to disseminate information about SLO development. The idea of a newsletter was discussed and needs to be revisited in the Spring.

Overall, this first semester was a very productive one, and the uncommon collegiality of the members of the committee certainly bodes well for future semesters.

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III. Workshop Summary:

The theme for flex day on August 24, 2006 was "Focus on SLOs." At the morning general session, Lars Kjeseth and Jenny Simon set the stage for the day with their talk entitled "Welcome to the Zen of the Student Learning Outcomes Assessment Project." After the general session, the faculty then broke out into their respective divisions in order to receive more information and instruction from division deans about the workshops for the day, as well as the goals for the semester. After lunch, faculty attended one of three workshops: Foundations of Student Learning Outcomes and Assessment; Program-Level Assessment Cycles; College-Level Student Learning Outcomes/Core Competencies. Table 1 below presents the number of attendees at each of the workshops. It should be noted that the workshop Foundations of Student Learning Outcomes & Assessment was broken into two sessions. This workshop had a combined attendance of 129. The program-level and college-level workshops had 88 and 70 attendees, respectively. Overall, 287 faculty attended these workshops, a high number indeed.

Table 1: SLO Workshops on Flex Day

Code	Title of Workshop	Name of Facilitator	Number of Attendees
IC101a	Foundations of Student Learning Outcomes & Assessment	Jenny Simon	65
IC101b	Foundations of Student Learning Outcomes & Assessment	Evelyn Uyemura	64
IC102	Program-Level Assessment Cycles	Lars Kjeseth	88
IC103	College Level Student Learning Outcomes / Core Competencies	Ian Haslam	70
TOTAL ATTENDANCE			287

After flex day, and starting towards mid-October, the coordinators offered a series of workshops on course-level SLOs and program-level SLOs. Table 2 (below) presents the attendance numbers for these workshops. The first three workshops in the course-level series were the most highly attended, with 4, 2 and 7 attendees, respectively. This can be explained by the fact that these three workshops were scheduled first and advertised as if they would be the only ones offered. After these three workshops, the coordinators then scheduled more throughout the month of October and November. These additional workshops were not well –attended, very often with only one or no attendees. The exceptions to this were the workshops scheduled at the Natural Sciences and Behavioral and Social Sciences divisions, with 13 and 8 attendees, respectively. These program-specific workshops attracted more attendees, and thus it seems it is more worthwhile to offer workshops at the divisions rather than general workshops for the whole campus community.

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Table 2: Other SLO Workshops During the Semester

Code	Title of Workshop	Date	Name of Facilitator	Number of Attendees
PD136a	Course-Level SLO Workshop	10/11/2006	Jenny Simon, Lars Kjeseth	4
PD136b	Course-Level SLO Workshop	10/13/2006	Jenny Simon, Lars Kjeseth	2
PD136c	Course-Level SLO Workshop	10/16/2006	Jenny Simon, Lars Kjeseth	7
PD150a	Course-Level SLO Workshop	10/30/2006	Lars Kjeseth	1
PD150b	Course-Level SLO Workshop	11/1/2006	Jenny Simon, Lars Kjeseth	0
PD148	Natural Sciences SLOs Brown Bag	11/3/2006	L. Kjeseth Contact: J. Padilla	13
PD150c	Course-Level SLO Workshop	11/3/2006	Jenny Simon, Lars Kjeseth	0
PD150d	Course-Level SLO Workshop	11/6/2006	Lars Kjeseth	1
PD150e	Course-Level SLO Workshop	11/8/2006	Jenny Simon, Lars Kjeseth	1
PD150f	Course-Level SLO Workshop	11/13/2006	Jenny Simon	3
PD150g	Course-Level SLO Workshop	11/15/2006	Jenny Simon, Lars Kjeseth	1
PD150h	Course-Level SLO Workshop	11/17/2006	Jenny Simon, Lars Kjeseth	0
PD151a	Program-Level SLO Workshop - Cancelled	11/27/2006	Jenny Simon, Lars Kjeseth	0
PD149	SLO Workshop for Behavioral & Social Sciences Courses	11/28/2006	Christina Gold Contact: Barbara Grover	8
PD151b	Program-Level SLO Workshop	11/29/2006	Jenny Simon, Lars Kjeseth	1
PD151c	Program-Level SLO Workshop	12/6/2006	Jenny Simon, Lars Kjeseth	1
PD151d	Program-Level SLO Workshop	12/8/2006	Jenny Simon, Lars Kjeseth	0
TOTAL ATTENDANCE				43

IV. Lessons Learned

In reflecting on this semester, we are certainly proud of the progress made on campus. Certain divisions are quite far along; others are poised to make much more progress in the spring semester. The campus-wide Assessment of Learning Committee also enjoyed a very productive semester. However, as evidenced by the spotty success of the SLO workshops offered by the co-coordinators, there is certainly a need to come up with additional strategies to increase faculty participation. Namely, what is needed is a critical mass of faculty willing to take on leadership roles in moving the campus forward in this area. There are a few strategies that we plan to try in the coming spring semester.

- First, faculty need to be targeted at the division-level. That is, program-specific or division-specific workshops need to be given rather than general workshops for the whole campus. To accomplish this, more groups of faculty leaders (especially those from the ALC committee and the division-level committees) need to become trainers and conduct workshops and one-on-one sessions with their own faculty colleagues about developing and assessing SLOs.

- Second, it is very important to keep SLOs at the forefront of people's minds. It is very easy to let SLOs slide as the semester goes on; thus, developing the combination of developing an advertising campaign and keeping in close touch with division-level leaders are other important aspects of making progress in the area of SLO and assessment development.

V. Appendices

A. Program-Level and Course-Level SLOs (attached) Fine Arts, Mathematical Sciences, Humanities, and Health Sciences and Kinesiology all submitted SLO forms before the end of the semester. We include these forms in appendix A; we will add more of these to this appendix as they become available.

B. Draft of Definitions

Appendix A
Fine Arts Division

	El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): Harrison Storms (hstorms@elamino.edu)	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Fine Arts

Program or Department:
Life Drawing

Course:
Art 17/18 (Life Drawing)

Keyword for Course-Level SLO:
Life Drawing

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

The assignment is to execute in class a drawing of a standing figure from a model. The drawing should contain the elements based on the class lectures and demonstrations (context). The drawing should demonstrate competent drawing skills and the elements that are germane to life drawing (objective). Drawing skills include the use of the media and composition. The primary elements are the gesture, the relationship among the body shapes to the weight baring leg; proportion, the unity among and within the body shapes, and the transition of the skeletal shapes into 3 dimensional masses. The location of skeletal landmarks and the overlay of muscles and the application of tone complete the task (traits).

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

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Proposed Assessment:
The assessment is to make a drawing. The time spent on the drawing is 2 hours. The drawing should include certain elements as essential to the success of the drawing. These elements include:
• fill the page with the image
• gesture
• proportion
• scale
• anatomy
• boney landmarks
• construction lines
• direction of masses
• pelvis
• rib cage
• skull
• leg
• arms
• weight distribution
• foot and ankle location
• transition from 2D shape to 3D form
Remember to keep the drawing loose with a sense of exploration and discovery

Time and Sections for the Assessment:

The 10th week of the Spring semester is a good time.

Two sections will be included-Harrison Storms will be the instructor

Primary Traits and Proposed Rubric
Primary Traits and Proposed Rubric
The primary traits:
• Overall proportions of the image; width to height relationship
• Location of elements that determined the width to height relationship
• Gesture of pose, emphasis on movement between the pelvis and thorax
• Location of feet, especially the weight bearing foot
• Construction lines that relate the feet to body parts above the feet-pelvis, thorax, skull, or other boney landmarks.
• Scale and location of pelvis, thorax, skull to themselves and each other.
• Location of the insertion of the legs to the pelvis, care to the height differentiation between the weight bearing leg and relaxed leg.
• The translation of the primary 2D(shapes) into a 3D(form)

Proposed Rubic:
If the student employees the guidelines and suggestions as presented in previous lectures to the above traits and does their drawing with a sense

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of clarity and consistency the drawing would be considered outstanding.

The evaluation of the drawing is complex because of the number of elements that are contained within the drawing.

The more elements that are included successfully within the drawing the higher the grade.
:

Mathematical Sciences Division

STUDENT LEARNING OUTCOMES
Mathematical Sciences Division

SUMMARY OF PROGRESS (December 2006)

PROGRAMS and COURSES

The division has designated four programs for which student learning outcomes are presented. Listed below are the programs, courses for which student learning outcomes are being developed, the contact faculty member for each program and course, and the progress on the student learning outcomes on both the program and course level.

Developmental Mathematics (Algebra and Pre-Algebra)
Program Student Learning Outcomes are developed and are under review by the faculty teaching the courses.

Two mathematics courses are targeted in the developmental mathematics program, Mathematics 23 (Pre-Algebra) and Mathematics 70 (Intermediate Algebra).

Sue Bickford is the contact person for the developmental mathematics program and for Mathematics 70 student learning outcomes. Paul Wozniak is the contact person for the student learning outcomes for Mathematics 23.

Calculus
Program Student Learning Outcomes are underdevelopment and will be presented when the draft is completed.

Mathematics 190 (Calculus I) is the course targeted in the calculus program.

Paul Yun is the contact person for the program and course student learning outcomes.

Mathematics for Prospective Teachers
Program Student Learning Outcomes are developed and under review from the faculty teaching the mathematics for teachers courses.

Mathematics 115 (Probability and Statistics for Prospective Teachers) is the targeted course for which student learning outcomes have been developed and under review by faculty teaching mathematics for teachers courses.

A draft of the program and course student learning outcomes is included in this document.

Judy Kasabian is the contact person for both the program and course student learning outcomes.

Business and Engineering
Program Student Learning Outcomes are under development and will be presented when the draft is completed.

Mathematics 150 (Probability and Statistics) is the targeted course for this program and a draft has been completed and under review by faculty teaching this course. A draft of the student learning outcomes for Mathematics 150 is included in this document.

Cindy Bredek is the contact person for both the program and course student learning outcomes.

El Camino College Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Mathematical Sciences

(Please indicate the name of the division and the name of the program or department..)

Program or Department:
Mathematics for Teachers Program

Keyword for Program-Level SLO:
Applications (SLO Statement #1)

(List a keyword(s) for this SLO for easy reference.)

Proposed Program-Level SLO Statement:

SLO Statement #1: Students will be able to determine an appropriate strategy to solve an application problem, complete the solution of the problem, describe the procedures used to solve the problem, and explain the underlying mathematical concepts using written and oral means.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Courses:
Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

Proposed Assessment:

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

SLO Statement #1 for Math 115
   Statistics Research Study Report
      Statistics Research Study Report Evaluation Form
      Timeline - Completed at the end of the semester

   Statistics Test
      Completion of the test with mastery Level of 70%
      Timeline -Completed at the end of the statistics unit of the course

   Probability Test
      Completion of the test with mastery Level of 70%
      Timeline -Completed at the end of the probability unit of the course

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Group Teaching Presentation
　　Group Teaching Presentation Evaluation Form
　　Timeline -Completed at the end of the semester

Individual and Group Assignments
　　Assessment for individual and group assignments are reported on
　　the assignment
　　Timeline -Completed when the assignment is completed by the
　　students

<u>Time and Sections for the Assessment:</u>

Assessment conducted in Mathematics 115 course at the end of each
semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

<u>Primary Traits and Proposed Rubric:</u>

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Statistics Research Study Report
　　Statistics Research Study Report Evaluation Form

Statistics Test
　　Completion of the test with mastery Level of 70%

Probability Test
　　Completion of the test with mastery Level of 70%

Group Teaching Presentation
　　Group Teaching Presentation Evaluation Form

Individual and Group Assignments
　　Assessment for individual and group assignments are reported on the
　　assignment

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El Camino College
Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s):
Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:
Mathematical Sciences

(Please indicate the name of the division and the name of the program or department..)

Program or Department:
Mathematics for Teachers Program

Keyword for Program-Level SLO:
Conceptual Understanding (SLO Statement #2)

(List a keyword(s) for this SLO for easy reference.)

Proposed Program-Level SLO Statement:

SLO Statement #2: Students will be able to demonstrate and explain mathematical concepts using a variety of methods.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Courses:
Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

Proposed Assessment:

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

SLO Statement #2 for Math 115
    Statistics Test
        Completion of the test with mastery Level of 70%
        Timeline -Completed at the end of the statistics unit of the course

    Probability Test
        Completion of the test with mastery Level of 70%
        Timeline -Completed at the end of the probability unit of the course

    Group Teaching Presentation
        Group Teaching Presentation Evaluation Form

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Timeline -Completed by the end of the semester

Statistics Lesson for the K-12 Classroom
Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus
Timeline -Completed by the end of the semester

Probability Lesson for the K-12 Classroom
Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus
Timeline -Completed by the end of the semester

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment
Timeline -Completed when the assignment is completed by the students

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Statistics Test
Completion of the test with mastery Level of 70%

Probability Test
Completion of the test with mastery Level of 70%

Group Teaching Presentation
Group Teaching Presentation Evaluation Form

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment

Statistics Lesson for the K-12 Classroom
Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Probability Lesson for the K-12 Classroom
Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

El Camino College
Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

<u>Contact(s)</u>: **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

<u>Division</u>:
Mathematical Sciences

(Please indicate the name of the division and the name of the program or department..)

<u>Program or Department</u>:
Mathematics for Teachers Program

<u>Keyword for Program-Level SLO</u>:
Solution Analysis (SLO Statement #3)

(List a keyword(s) for this SLO for easy reference.)

<u>Proposed Program-Level SLO Statement</u>:

SLO Statement #3: Students will be able to analyze a solution to a mathematics problem, determine the appropriateness of the solution, and if errors are made, explain the misconceptions or errors made and how to solve the problem correctly using written and oral means.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

<u>Courses</u>:
Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

<u>Proposed Assessment</u>:

SLO Statement #3 for Math 115
    Statistics Test
        Completion of the test with mastery Level of 70%
        Timeline -Completed at the end of the statistics unit of the course

    Probability Test
        Completion of the test with mastery Level of 70%
        Timeline -Completed d at the end of the probability unit of the course

    Group Teaching Presentation

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Group Teaching Presentation Evaluation Form
Timeline -Completed by the end of the semester

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment
Timeline -Completed when the assignment is completed by the students

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Statistics Test
Completion of the test with mastery Level of 70%

Probability Test
Completion of the test with mastery Level of 70%

Group Teaching Presentation
Group Teaching Presentation Evaluation Form

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment

El Camino College
Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Mathematical Sciences

Program or Department:
Mathematics for Teachers Program

Course:
Mathematics 115

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Keyword for Course-Level SLO:
Research Study (SLO Statement #1)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #1: Students will be able to design a research study, develop an appropriate assessment instrument, collect and analyze data using appropriate methods, and/or draw statistical inferences from the data in written form.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Research Study Report
    Statistics Research Study Report Evaluation Form
    Timeline - Completed at the end of the semester

Statistics Test
    Completion of the test with mastery Level of 70%
    Timeline - Completed at the end of the statistics unit of the course

Individual and Group Assignments
    Assessment for individual and group assignments are reported on the assignment
    Timeline - Completed when the assignment is completed by the students

Statistics Computer Assignment
    Statistics Computer Assignment Grade Specifications as presented in

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

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the syllabus
Timeline - Completed by the end of the semester

Time and Sections for the Assessment:
Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Statistics Research Study Report
Statistics Research Study Report Evaluation Form

Statistics Test
Completion of the test with mastery Level of 70%

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment

Statistics Computer Assignment
Statistics Computer Assignment Grade Specifications as presented in the syllabus

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

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El Camino College
Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Mathematical Sciences

Program or Department:
Mathematics for Teachers Program

Course:
Mathematics 115

Keyword for Course-Level SLO:
Data Analysis (SLO Statement #2)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #2: **Given a particular set of data, students will be able to determine the appropriate statistical procedures to analyze and display the data, complete the statistical methods, and explain the mathematical concepts both in written and oral forms.**

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Research Study Report
    Statistics Research Study Report Evaluation Form
    Timeline - Completed at the end of the semester

Statistics Test
    Completion of the test with mastery Level of 70%
    Timeline - Completed at the end of the statistics unit of the course

Individual and Group Assignments
    Assessment for individual and group assignments are reported on the assignment
    Timeline - Completed when the assignment is completed by the students

Group Teaching Presentation
    Group Teaching Presentation Evaluation Form
    Timeline - Completed by the end of the semester

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

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Statistics Computer Assignment
    Statistics Computer Assignment Grade Specifications as presented
    in the syllabus
    Timeline - Completed by the end of the semester

Circle Graph Assignment
    Circle Graph Grade Stipulations as presented in the syllabus
    Timeline - Completed by the end of the semester

Time and Sections for the Assessment:
Assessment conducted in Mathematics 115 course at the end of each
semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:
    Statistics Research Study Report
        Statistics Research Study Report Evaluation Form

    Statistics Test
        Completion of the test with mastery Level of 70%

    Group Teaching Presentation
        Group Teaching Presentation Evaluation Form

    Individual and Group Assignments
        Assessment for individual and group assignments are reported on
        the assignment

    Statistics Computer Assignment
        Statistics Computer Assignment Grade Specifications as presented in
        the syllabus

    Circle Graph Assignment
        Circle Graph Grade Stipulations as presented in the syllabus

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Mathematical Sciences

Program or Department:
Mathematics for Teachers Program

Course:
Mathematics 115

Keyword for Course-Level SLO:
Conceptual Understanding (SLO Statement #3)

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #3: Students will be able to explain statistics and probability concepts and use appropriate methodologies for elementary or middle school students.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Test
    Completion of the test with mastery Level of 70%
    Timeline - Completed at the end of the statistics unit of the course

Probability Test
    Completion of the test with mastery Level of 70%
    Timeline - Completed at the end of the probability unit of the course

Group Teaching Presentation
    Group Teaching Presentation Evaluation Form
    Timeline - Completed by the end of the semester

Individual and Group Assignments
    Assessment for individual and group assignments are reported on the assignment
    Timeline - Completed when the assignment is completed by the

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

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students

Statistics Lesson for the K-12 Classroom
Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus
Timeline - Completed by the end of the semester

Probability Lesson for the K-12 Classroom
Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus
Timeline - Completed by the end of the semester

Time and Sections for the Assessment:
Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Probability Test
Completion of the test with mastery Level of 70%

Statistics Test
Completion of the test with mastery Level of 70%

Group Teaching Presentation
Group Teaching Presentation Evaluation Form

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment

Statistics Lesson for the K-12 Classroom
Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Probability Lesson for the K-12 Classroom
Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

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Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): **Judy Kasabian** **kasabian@elcamino.edu** **310.660.3310**	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Mathematical Sciences

Program or Department:
Mathematics for Teachers Program

Course:
Mathematics 115

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Keyword for Course-Level SLO:
Applications (SLO Statement #4)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #4: Students will be able to solve, explain, and interpret informal, experimental and mathematical probability concepts and application problems both in written and oral forms.

(Write the proposed SLO statement you wish to assess. Remember, robust *SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)*

Proposed Assessment:

Probability Test
Completion of the test with mastery Level of 70%
Timeline - Completed at the end of the probability unit of the course

Group Teaching Presentation
Group Teaching Presentation Evaluation Form
Timeline - Completed by the end of the semester

Individual and Group Assignments
Assessment for individual and group assignments are reported on the assignment
Timeline - Completed when the assignment is completed by the students

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

(Be sure to include information on when the assessment will

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Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

Primary Traits and Proposed Rubric:

Probability Test
> Completion of the test with mastery Level of 70%

Group Teaching Presentation
> Group Teaching Presentation Evaluation Form

Individual and Group Assignments
> Assessment for individual and group assignments are reported on the assignment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s):
Cindy Bredek
cbredek@elcamino.edu
310-660-3218

Division:
Mathematical Sciences

Program or Department:
Business Mathematics

Course:
Mathematics 150

Nick-name of Course-Level SLO:
Descriptive Statistics (SLO #1)
Hypothesis Testing (SLO #2)
Bivariate Data Analysis (SLO #3)

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

(Create a nick-name for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO #1: Given a specific set of data, students will be able to calculate the measures of central tendency, measures of variation, and measures of position, create graphical displays of the data and determine which graph best displays the data.

SLO #2: Given a specific set of sample data or sample statistics, students will develop and perform an appropriate hypothesis test. Students should be able to justify the test used, make a clear claim, an informed decision and/or inference regarding the population.

SLO #3: Given a set of bivariate data, use appropriate statistical methods to determine if a significant linear relationship exits, find the regression line for the data and use the equation to make predictions.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)
Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

Proposed Assessment:

(Describe, giving as much detail as possible, the

SLO #1:

Individual and Group Assignments
Assessment of assignments vary
Timeline – Completed when the assignment is completed by the student
Statistics Tests and Quizzes
Completion of tests and quizzes with a mastery level of 70%
Timeline – Completed at the end of the unit on descriptive statistics
Statistics Computer and/or Calculator Assignments
Calculate basic statistics and display data using technology
Timeline – Completed by the end of the unit on descriptive statistics

SLO #2:

Individual and Group Assignments
Assessment of assignments vary
Timeline – Completed when the assignment is completed by the student
Statistics Tests and Quizzes
Completion of tests and quizzes with a mastery level of 70%
Timeline – Completed at the end of the unit on hypothesis testing
Statistics Computer and/or Calculator Assignments
Perform hypothesis tests using technology
Timeline – Completed by the end of the unit on hypothesis testing

SLO #3:

Individual and Group Assignments
Assessment of assignments vary
Timeline – Completed when the assignment is completed by the student
Statistics Tests and Quizzes
Completion of tests and quizzes with a mastery level of 70%
Timeline – Completed at the end of the unit on bivariate data
Statistics Computer and/or Calculator Assignments
Calculate basic statistics and display data using technology
Timeline – Completed by the end of the unit on bivariate data

Other forms of assessment for any of these SLO's may consist of content reports, preparing and administering survey's to perform statistical analysis, and group or individual presentations.

Proposed Assessment:

Assessment for Mathematics 150 will be conducted at the end of each semester for 4 randomly selected classes. The assessment committee will be made up of the instructors who taught the course the chair of the business committee and one other volunteer in the business committee.

(assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

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Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): Linda Ho 　　　　 Trudy Meyer 　　　　 Jackie Sims 　　　　 Sue Bickford　　　Math Dept. 　　　　 Greg Scott 　　　　 Paul Wozniak	

Division: Mathematical Sciences

Program or Department: Mathematics

Course: Math 23

Keyword for Course-Level SLO: Pre-Algebra

Course Level SLO:
1) Operations with Signed Numbers:

Context	*Objective*	*Traits*
Given an activity that uses the number line model,	students will simplify arithmetic problems that combine signed numbers without the use of a calculator, by adding, subtracting, multiplying, and dividing,	giving answers that include both the correct sign and the correct absolute value.

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2) Linear Equations:

Context	*Objective*	*Traits*
When presented with a linear equation in one variable that can be solved in two steps,	students will demonstrate their ability to identify the equation as linear and to solve and check that equation	by formulating a method to solve the equation, neatly showing all steps in order, and justifying their answer by checking their solution for correctness.

3) Order of Operations:

Performance Context	*Measurable Objective*	*Traits*
On a test in arithmetic through algebra where the student is asked to simplify a given expression or solve a given linear equation,	students will be able to correctly simplify the expression or equation using order of operations by	recognizing the correct hierarchy of operations and employing it to simplify the expression or simplify both sides of the equation prior to its solution.

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Humanities Division

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El Camino College
Student Learning Outcomes and Assessment
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Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

<u>Contact(s)</u>: Dana Crotwell (dcrotwell@elcamino.edu), Mimi Ansite (mansite@elcamino.edu), Darrell Thompson (dthompson@elcamino.edu)	*(Please write the names of the main contact people and their email addresses and extensions.)*

<u>Division</u>:
Humanities

<u>Program or Department</u>:
English

<u>Course</u>:
English 1A

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

<u>Nick-name of Course-Level SLO</u>:

Rowdy Research

(Create a nick-name for this SLO for easy reference.)

<u>Proposed Course-Level SLO Statement</u>:

Given an out-of-class writing task in which students find multiple sources related to a particular topic, students will write a research report, which shows the ability to support a thesis using analysis, to synthesize and integrate materials effectively from a variety of sources, and to cite sources in MLA format (including a works cited page). The report is organized, technically correct in paragraph composition, sentence structure, grammar, spelling and word use, and demonstrates thoughtful treatment of the topic.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence

structure, grammar, spelling and word use (traits).

Proposed Assessment:

Using random number selection, student papers will be chosen, compared to the assignment sheet and rubric, to see if students are meeting the outcome. Instructors will pull papers from ungraded class sets of research papers that will be gathered from English 1A sections. Individual instructor assignment sheets and rubrics will also be gathered for later use.

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

Assessment will take place in the Fall 2006 and Spring 2007 semesters around the 10th-14th weeks. A pilot will be run in an estimated ten sections and Annick, Gates, Thompson, Crotwell and whoever else volunteers your name here….will be involved.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Scale of 1-5

Primary Traits:
Thesis
Support/Use of sources
MLA Documentation
Organization
Grammar and mechanics

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

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Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Contact(s): *Jenny Simon (jsimon@elcamino.edu)* *Evelyn Uyemura (euyemura@elcamino.edu)* *Matt Kline (mkline@elcamino.edu)* *Rebecca Loya (rloya@elcamino.edu)* *Nancy Currey (ncurrey@elcamino.edu)*	*(Please write the names of the main contact people and their email addresses and extensions.)*

Division:
Humanities
Program or Department:
ESL
Course:
ESL 53B (Intermediate Writing and Grammar)
Title for Course-Level SLO:
ESL 53B In-Class Writing

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

(List a title for this SLO for easy reference.)

Proposed Course-Level SLO Statement:
In an in-class writing task based on a short intermediate-level text which was discussed in class, students will write a multi-paragraph essay responding to the reading. The essay should be relatively free of basic grammar errors (but may still have some intermediate-level grammar problems), have a clear thesis, body paragraphs which support the thesis, each containing a quote or specific example from the reading, transitions at the beginning of each paragraph, and a competent introduction and conclusion.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)
Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

Proposed Assessment: *Instructors will discuss at the beginning of the Spring 2007 semester the specific reading and prompt they will use. They may also agree to decide on readings and prompts on their own.*

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

The assessment will take place between the 12th week and the 16th week of the Spring 2007 semester in the following sections: 6664, 6666, 6668, and perhaps others.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

We will adapt the rubric used for placement testing (attached). Students should score at least a "4," meaning they are ready for the next level, English AX.

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

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Health Sciences and Kinesiology Division

El Camino College
Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal
Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu) .

Due: December 8, 2006

Division:

HEALTH SCIENCE AND ATHLETICS

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

KINESIOLOGY DEPARTMENT: PHYSICAL EDUCATION PROGRAM

Course:

WEIGHT TRAINING

Nick-name of Course-Level SLO:

(Create a nick-name for this SLO for easy reference.)

PE 1 abcd

Proposed Course-Level SLO Statement:

1. In small groups of three demonstrate as shown the correct lifting technique for 5 upper body free weight exercises.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling

and word use (traits).

Proposed Assessment:

1. This is a motor skill assessment.
2. It is at the 'patterning' level of the psychomotor taxonomy.
3. Students will work in three's
4. One student will demonstrate the technique and the other students will spot and observe the technique.
5. Each student will take a weight load at 50% of maximum.
6. They will demonstrate the correct pre exercise position
7. The correct breathing
8. The execution phase and the recovery phase
9. Each student will evaluate each other
10. The exerciser will evaluate themselves and the instructor will evaluate the technique/
11. A rubric will be given to all the students to be used for each of the five different activities.

Time and Sections for the Assessment:
1. Assessment date: April 2007
2. Two sections will be involved
3. Tom Hazel

Primary Traits and Proposed Rubric:

	Needs major Adjustment	Needs minor adjustment	Excellent
Pre exercise	1	2	3
Execution	1	2	3
Breathing	1	2	3
Recovery	1	2	3
Total			/12

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Appendix B
Definitions

SLO Terminology
Working Draft, 12/8/2006

Broad Terminology

Core Competency	A broad, institutional-level outcome statement which describes what students are able to do at the end of their experience at the college. Core competencies will serve as "folders" or "categories" under which course- and program-level learning outcomes are organized and might not necessarily be assessed directly.
Course-Level SLO	What the student will be able to produce at the end of a course. This is the lowest level at which SLOs are usually assessed. Writing a course-level SLO involves considering the overarching goals of the respective course, matching these goals with a particular assessment method, and articulating these overarching goals in an SLO statement. Courses may have multiple SLOs.
Course Objective	A statement of what the students are expected to know or learn by the end of a course. These differ from SLOs in many ways: • they often focus on what the instructor does rather than what the student will be able to do (i.e. input rather than output); • they are often content-based and not necessarily competency-based • they are often not measurable or assessable
Program	A set of courses which culminates in a degree, certificate, or preparation for degree or certificate
Program-Level SLO	What the student will be able to produce at the end of a program. This is the middle level at which SLOs are usually assessed. Writing a program-level SLO involves considering the overarching missions of the respective program, matching these missions to courses in the program, and coming up with a cumulative assessment which may or may not be the same as a course-level assessment. Program-level SLOs, like core competencies, may also serve as "folders" or "categories" under which course-level SLOs are assessed; thus, program-level SLOs may or may not be directly assessed. For student services, which has many modes of learning which cannot necessarily be readily divided into discreet units like courses can, this is the most common level at which SLOs are written and assessed.
Student Learning Outcome (SLO)	What students are expected to produce by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order

thinking skills and are measurable. A robust SLO includes the following three elements:

- Context or conditions under which performance will be assessed (e.g. test, essay, demonstration, class discussion, etc.)
- Behavioral objective
- Criteria, performance standards or primary traits for assessing performance

Thus, an SLO suggests an appropriate assessment and rubric for measuring the outcome.

Student Learning Outcomes Assessment Cycle	The process by which SLOs are identified, measured and analyzed, and the results used to improve student learning. The three steps in the cycle are:

- *Identify*: Faculty meet and work together in identifying what the students should produce at the end of a set of learning experiences (be it at the course or program level). An SLO is then drafted, and an assessment plan written, which states what the assessment will be (i.e. how the SLO will be measured), and what the rubric will be (i.e. which standards will be used to determine attainment of the outcome.)
- *Assess*: The semester following the identification of the SLO(s) and drafting of the assessment plan, the proposed assessment is then run and the data collected.
- *Reflect*: In the third semester of the cycle, the data is compiled and the faculty come together again to discuss the results. This dialogue should include a discussion about the meaning of the results and how they can be used to improve student learning.

Processes Involved in SLO Development:

Assessment	In simplest terms, assessment is the systematic collection and analysis of information to improve student learning. However, "assessment is not an end in itself but a vehicle for educational improvement" (AAHE, 1992). The purpose of assessment is not merely to gather information; the purpose of assessment is to foster improvement.

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When

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	it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Angelo, AAHE Bulletin, November 1995, p. 7).
Assessment Instrument	The evidence of learning that the student will produce (e.g. test, essay, portfolio, demonstration) and which will be evaluated by faculty associated with a particular program with respect to a rubric.
Assessment Plan	A plan written in the first step of the cycle (*identify*) in which faculty draft an SLO for a course or program, outline how it will be assessed, and state how the resulting data will be used to improve student learning.
Dialogue	A group discussion among colleagues, often facilitated, which is designed to explore complex issues, greater group intelligence and facilitate group learning (ACCJC Standards Glossary). Dialogue is an essential process in SLO development.
Norming	A process in which faculty come to an agreement about how the rubric will be used and standards applied to evaluate assessments. The purpose is to avoid inter-rater error (i.e. large differences from evaluator to evaluator in how assessments are scored).
Pilot	A small-scale trial of an assessment instrument to test its validity and usability before the full-scale assessment is run.
Program Review	An analysis of a program's performance with respect to particular indicators, including student learning outcomes. SLOs are a natural fit in program reviews because for both, the goal is improvement (of student learning).
Rubric	A set of primary traits and guidelines for scoring and evaluating each assessment as agreed upon by a particular faculty group. A rubric makes explicit and specific statements about the expected qualities of performance at each point in the scale and for each primary trait or standard being evaluated. Rubrics help ensure consistency among raters (Oxnard College SLO Handbook, 2006).

Types of Assessment

Classroom Assessment	Simple, non-graded, anonymous, in-class activities that help instructors gather feedback from students on the teaching-learning process and determine how well their students are learning what

they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform adjustments in their teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners (Angelo, T.A., 1991; see also Classroom Assessment Techniques (2nd ed.) by Angelo and Cross, 1993). Classroom assessment is a type of formative evaluation (see below).

Embedded Assessment	Collecting assessment data information within the classroom because of the opportunity it provides to use already in-place assignments and coursework for assessment purposes. This involves taking a second look at materials generated in the classroom so that, in addition to providing a basis for grading students, these materials allow faculty to evaluate their approaches to instruction and course design. These assessments can be a part of the student's grade, but do not have to be (Oxnard College SLO Handbook, 2006).
Pre-Test/Post-Test	An assessment technique in which students are given an assessment at the beginning of the semester on material to be covered in the course to provide a baseline (pre-test). Then, students are given the same or a similar assessment at the end of the semester (post-test). This is a particularly valid way to show learning in a course because prior knowledge is established through the pre-test; then it's possible to show learning that took place in the course itself (rather than some other course or prior knowledge) through comparing the pre- and post-test results.
Portfolio	A collection of student work to show not only learning outcomes but also the progress or process of learning. Portfolios may be used not only as a course-level assessment but also at the program-level to show learning progress throughout a whole program.

Types of Evidence:

Direct Evidence	Evidence that shows directly that a student has learned. Examples of direct evidence include essays, tests, portfolios, or demonstrations. Simply stated, direct evidence is produced by students.
Indirect Evidence	Evidence that shows student learning indirectly, through which student learning can be inferred rather than directly demonstrated. Examples of indirect evidence are course grades, transfer and retention data, surveys, exit interviews, etc.
Formative Evaluation	Evaluation for the purpose of *improvement*. Formative evaluation usually takes place *continually* throughout a lesson module, course,

or program.

Summative Evaluation	Evaluation that is used to show *learner achievement*. Summative evaluation usually takes place at the *end* of a lesson module, course, or program. Formative and summative evaluation should be used to complement each other.
Qualitative Evidence/Data	Data/evidence that is narrative or descriptive in form. Qualitative evidence usually involves fewer cases than quantitative data, but shows much more specific information and tends to be very subjective.
Quantitative Evidence/Data	Data/evidence that is numerical in form. Quantitative evidence usually involves a great number of cases and is used to show general patterns and trends rather than specifics. It tends to be much more objective.

EL CAMINO COLLEGE
Women's History Month 2007

Distinguished Woman Nomination Form

Nomination Deadline: Wednesday, March 7, 2007

This year, the Women's History Month Committee is seeking distinguished women from the El Camino College communities to honor during Women's History Month. These individuals will be featured on the El Camino College Women's Wall of Fame throughout the upcoming year, will have their names engraved on a perpetual plaque that remains on the wall permanently, and will receive a certificate of recognition during our Women's Wall of Fame Program on Tuesday, March 27, 2007.

Friends, family, or colleagues may make nominations, or individuals may nominate themselves. Those nominated need only to reside or work in the communities within the El Camino College district: El Segundo, Redondo Beach, Manhattan Beach, Hermosa Beach, Lawndale, Lennox, Inglewood, Hawthorne, and Torrance. Nominees will be judged for their contributions in one or more of the following areas:

- **Professional Accomplishments**
- **Leadership and/or Mentorship**
- **Social, Educational, or Health Services**

Last year's Inductees were: Deborah Brusavich, *Community Resource, Volunteer, Mentor;* **Lily Craig**, *Volunteer and Community Leader in El Segundo and Hawthorne;* **Mary Davis**, *Volunteer, Community Leader, Advocate for Youth in Lennox;* **Jill Evensizer**, *Professor of Mathematics at El Camino College and Community Volunteer;* **Shirley Giltzow**, *Educator, Mentor, Administrator, and Advocate for Youth in Lawndale;* **Barbara Grover**, *Administrative Assistant for the El Camino College Behavioral & Social Sciences Division and Community Volunteer*; **Elizabeth Shadish**, *Professor of Philosophy at El Camino College and educational technology leader;* **Jean Shankweiler**, *Professor of Chemistry at El Camino College and former Director of the Honors Transfer Program*; **Claudia Striepe**, *Bibliographic Instruction Librarian at El Camino College and campus innovator*; **Katherine Townsend**, *Director of the Nursing Program at El Camino College and nursing education leader.*

Nominee's Name:_____

Address: _____

Telephone: _____ Email: _____

Reason for Nomination (Please type or print clearly on the **back** of this form information about the nominee addressing the above mentioned criteria):

Nominated by: _____

Telephone: _____ Email: _____

Return by mail to: Donna Manno   Or fax to: (310) 660-6157
                      Women's History Month Committee
                      El Camino College   If you have any questions, please call
                      16007 Crenshaw Blvd.   Elizabeth Shadish (310) 660-3763 or
                      Torrance, CA, 90506   Page 101 of 101   Donna Manno (310) 660-3871