Academic Senate of El Camino College 2015-2016

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

Officers & Executive Committee

Co –Presidents	**Chris Jeffries/ Claudia Striepe**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Paul Flor**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Allison Carr**	Co-VPs Faculty Development	**Kristie Daniel-DiGregorio**
VP Educational Policies	**Chris Gold**	VP Instructional Effectiveness	**Russell Serr**
Secretary	**Sara Di Fiori**		

Adjunct (1yr term)

Dustin Black (BSS)	15/16
Karl Striepe (BSS)	15/16

Behavior & Social Sciences

Christina Gold	16/17
Kristie Daniel-DiGregorio	17/18
Daniel Walker	16/17
Lance Widman*	17/18
Michael Wynne	17/18

Business

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

Compton Educational Center

Chris Halligan	14/15
Paul Flor	14/15

Counseling

Yamonte Cooper	17/18
Chris Jeffries*	15/16
Rene Lozano	16/17

Learning Resource Unit

Moon Ichinaga	15/16
Claudia Striepe*	15/16

Fine Arts

Ali Ahmadpour	14/15
Chris Wells*	14/15
Russell McMillin	14/15
Vince Palacios	14/15
Daniel Berney	17/18

Health Sciences & Athletics/ Nursing

Russell Serr	17/18
Robert Uphoff*	15/16
Colleen McFaul	17/18
Andy Alvillar	16/17
Traci Granger	16/17

Humanities

Rose Ann Cerofeci	15/16
Peter Marcoux*	15/16
Christina Nagao	15/16
Barbara Jaffe	15/16
Ashley Gallagher	15/16

Industry & Technology

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

Mathematical Sciences

Zachary Marks	15/16
Jasmine Ng	16/17
Megan Granich	16/17
Matthew Mata	17/18
Benjamin Mitchell	16/17

Natural Sciences

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

Academic Affairs & SCA

Jean Shankweiler
Karen Lam
Jeanie Nishime
Karen Whitney

Associated Students Organization

Patrick McDermott

President/ Superintendent

Thomas Fallo

Division Personnel

Jackie Sims

Ex-officio positions

Ken Key	ECCFT
Nina Velasquez	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 15/16 = 2015/2016
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

Academic Senate of El Camino College 2015-2016

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

SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

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

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

C. Strategic Initiative C - COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays/12:30-2pm)

FALL 2015	
September 1	Alondra Room
September 15	DE166
October 6	DE166
October 20	DE166
November 3	Alondra Room
November 17	Alondra Room
December 1	Alondra Room

SPRING 2016	
February 2	Alondra Room
February 16	Alondra Room
March 1	Alondra Room
March 22	Stadium Room
April 5	Alondra Room
April 19	Alondra Room
May 3	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate/1-2pm)

FALL 2015	
September 3	Board Room
September 17	Board Room
October 8	Board Room
October 22	Board Room
November 5	Board Room
December 3	Board Room

SPRING 2016	
January 21 (if needed)	Board Room
February 4	Board Room
February 18	Board Room
March 3	Board Room
March 24	Board Room
April 7	Board Room
April 21	
May 5	

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

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			Alonda Room
Assessment of Learning Comm.	Jenny Simon Russell Serr	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair	Most Thursdays	12:30-2:00	Admin 131
Compton Academic Senate	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Allison Carr, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Gold	2nd & 4th Tues	1:00-2:00	Admin 127
Faculty Development Comm.	Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

Committees

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

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

AGENDA & TABLE OF CONTENTS

F. NEW BUSINESS	**A. BP/AP 4240– Academic Renewal – Claudia Striepe** This is a clean-up and Title 5 update for this policy and procedure, and this is the first reading.	71-75
G. INFORMATION ITEMS – DISCUSSION	**A. Jaynie Ishikawa – "Responsible Employee"** **B. Chris Wells – Area C Resolutions**	
H. FUTURE AGENDA ITEM **I. PUBLIC COMMENT** **J. ADJOURN**	**A. Sabra Sabio and Bernadette Flameno** – presentation on Ed Planning Initiative (EPI) **B. Lori Suekawa – CI-D and Assist**	

Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*
- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*
- Build campus morale. *Measure: Arrange for "positive" presentations showcasing success, General faculty survey of perception.*
- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*
- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*
- To foster awareness and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention, and completion. *Measure: monitor faculty participation*

ACADEMIC SENATE ATTENDANCE
October 20, 2015

Adjunt (1 year)
Dustin Black XX
Karl Streipe XX

Behavioral & Social Sciences
Daniel Walker XX
Christina Gold XX
Kristie Daniel-DiGregorio XX
Lance Widman XX
Michael Wynn XX

Business
Phillip Lau XX
Tim Miller
Josh Troesh XX
Nic McGrue

Counseling
Yamonte Cooper XX
Chris Jeffiries XX
Rene Lozano

Fine Arts
Ali Ahmadpour
Chris Wells
Russell McMillin XX
Vince Palacios XX
Daniel Berne XX

Health Sciences & Athletics
Russell Serr XX
Robert Uphoff XX
Andrew Alvilar EXC
Tracy Granger XX
Colleen McFaul

Humanities
Rose Ann Cerofeci XX
Christina Nagao XX
Barbara Jaffe XX
Ashley Gallagher XX
Pete Marcoux XX

Industry & Technology
Patty Gebert XX
Ross Durand XX
Mark Fields
Tim Muckey
Merriel Winfree XX
Lee MacPherson XX

Learning Resources Unit
Moon Ichinaga XX
Claudia Striepe XX

Mathematical Sciences
Zachary Marks EXC
Jasmine Ng XX
Megan Granich XX
Matthew Mata XX
Ben Mitchell XX

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

Academic Affairs & SCA
Jean Shankweiler XX
Karen Lam
Jeanie Nishime
Karen Whitney

Assoc. Students Org.
Brianna Thomas
Stephanie Pedrahita

Compton Education Center
Estina Pratt
Chris Halligan EXC
Essie French-Preston
Paul Flor XX
Vacant

Division Personnel
Connie Fitzsimons

Ex-Officio Positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Curriculum Chair
Allison Carr EXC

Deans' Reps.; Guests/Other Officers:
Stephanie Rodriguez XX
Bruce Tran XX
Carolyn Pineda XX
Hiram Hironaka XX

ACADEMIC SENATE MINUTES
Oct. 20, 2015

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting to order on October 6, 2015 at 12:38 p.m.

2. APPROVAL OF MINUTES
See pgs. 6-11of packet for minutes of the September 15 meeting. Minutes accepted with corrections.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12 - 17)

CS: Some members of the Board of Trustees asked President Fallo to add statement to moderate the resolution to accept ACCJC as our accrediting body. CJ: The task force requested another body. We've worked with them for ten years, so it's a sensitive issue. We hoped that President Fallo would soften the language. But it's not coming from us, and went through no consultation. President Fallo wasn't at College Council when it was discussed. The statewide senate made a statement, which will come out as resolution for the task force. C. Gold: This goes contrary to the Chancellor's Office's call for a new accrediting body. What does it mean to take an opposite position to the Chancellor's Office? CS: It's rushed. President Fallo was adamant. P. Marcoux: It's a template. Other schools have passed these. M. Ichinaga: Dr. Fallo's reason for support was political? Was it related to Compton? CJ: We wanted language that reflected transparency. CS: Not being on warning made him proud. P. Flor: Jonathan Lightman was at our last meeting. He described the history and political environment. Faculty have their voice through senate. There was an open comment period. Because, of our unique situation at the center, we have decided to be neutral, even though we sympathize with concerns. It's best for our interests. As for other issues related to accreditation on our campus, like the rumor that faculty refuse to take part, that's not how we see it. We're still involved, even though we didn't' attend a Friday meeting. Our provost presented a letter at last night's Board of Trustee's meeting. It wasn't collegially decided. We are on track and continue to have meetings. ACCJC has indicated that they want to work with us. J. Lightman told us that 113 campuses substituting one accreditation agency for another will be complicated. Schools on show -cause, etc., aren't in a strong position. (CJ read from Dr. Fallo's statement.) CJ: We agree with some points it just seemed excessive.

CJ: C. Wells is at Area C meeting. We'll have one more meeting on the third. Please think it over and tell us your thoughts and concerns.

CS: They didn't finish the closed session, so the meeting was short. Ann Garten's office will release information. CJ: Check out ECC Union online. They announced two finalists on Saturday. They are the VP from Cerritos, and the president from Taft College. Stay tuned. CS: The Deans' Council and College Council meeting minutes are in the packet. Thanks to twenty-three people who filled out the evaluation. We'll distribute the results at our next meeting. One item is a request to keep reports shorter. Regarding the faculty ID positions, we're meeting for final analysis today. CJ: Dr. Fallo announced sixteen new positions. CS: The Board of Trustees approved the winter calendar. Study abroad is starting up after five years. In the 'Did You Know' series, the local handbook has been revised. Here is the URL. It's a great guide for finding our mission, objectives, etc.

B. VP – Compton Education Center – Paul Flor

P. Flor: Nothing more to add. CS: I heard the beautification day was a success. P. Flor: Yes, but a flu swept through campus.

C. Chair – Curriculum – Allison Carr (pgs. 18 - 20)

See minutes in packet. Email Allison with questions.

D. VP – Educational Policies – Chris Gold (pgs. 21-22)

We welcome Karl Striepe for joining us.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 23 – 25)

K. Daniel –DiGregorio: Lots to come from faculty development. Book club is meeting. Thanks to everyone who nominated colleagues for the Adjunct Faculty Award. We will recognize the recipient in December. Getting the job starts this semester. Let us know what you'd like us to address. Some PD topics requested by senate include working with Jaynie Ishikawa, and more Title IX topics. And at a Compton event, the Oct. 24 book club meeting, each child in attendance gets a free book.

F. VP – Finance – Lance Widman

No report.

G. VP – Academic Technology – Pete Marcoux

Last night the CTO position was Board approved. He starts Oct. 28. And comes from Pima community college. Hopefully we'll here something about laptops. CS: Let him breath and get settled.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Russell Serr

Our last assessment is all up on the website. We have 95 % completion, and over 80% for PLO assessments. We're doing a good job. The action resulted in improved collaboration. Compton had 167 to assess, and has done a good job so far. One of our goals for 2015 is a better timeline for the game plan and for tracking completion. Some actions need updating. Closing the loop and follow-ups are goals. The communication ILO IR report exposed gaps and weaknesses. We need to use a larger sample size, and there needs to be recommended reading across curriculum. Another gap is students incorrectly citing resources. The library will provide some workshops. Or four - year and two- year program reviews are described here (see slides. R. Serr described nursing program progress, and business office administration, CADD, and sign language.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime

J. Shankweiler: Regarding the Student Equity Plan, we hope to have a first draft by early November. We have six full time interviews (ongoing), plus six managers. The faculty ID process is in progress. After this meeting we'll provide you with a list of voting.

5.UNFINISHED BUSINESS

A. Election of Officers and Senators – Claudia Striepe (35 – 36)

P. Marcoux: I'm glad I served as Senate President. Other presidents and I made a list of the benefits of the position. (See slide.) You learn about how things get done. It provides a global view. CJ: I like the working relationship with VP's, and being able to collaborate. It's rewarding. And it worked well having a partner. The 50% release time could be more. C. Gold: I like meeting people across campus. The work is interesting. I like the reports and the legal aspect is really interesting. There are chances for plenary sessions and the statewide stuff is enlightening. It's a good stepping-stone for management and leadership. Please email any of us. We're happy to explain the duties, time commitment, etc. CJ: We'd like to have a President Elect by spring to shadow us. We need nominations by the next meeting. D. Berney: I nominate C. Wells.

6. NEW BUSINESS

A. A/P 4040 – Library Services – Chris Gold (pgs. 26 - 28)

We have two new procedures. We'll start on p. 26 - 28. A/P4040. We're not looking at the BP. The library advisory committee was crossed out. CS. It's a duplication of liaison work. We had low turn out. M. Ichinaga: I agree. We had it in place and it never took off. We got some useful dialogue, but it seemed extraneous as we increased other outreach. C. Gold: This will come back

B. A/P 5530– Student Rights and Grievances – Chris Gold (pgs. 29 – 42)

2. Next A/P5530. See pages 29 – 42. These templates are created by the Community College League of California. Our revised procedure is on page 35 – 42. There is no matching B/P. The changes are based on the template. We requested from Ed policies that a change be made. If you have a question later, please email it to me so I can help answer. Students are usually grieving a process, like financial aid, or a health fee, etc. They are almost always resolved in an informal process. In the past three years they've not held a formal hearing. It's rare. On p. 35 of packet, see changes. In Ed policies, our concern was that a faculty member, if complained against, wants to be notified. Those are the major changes. On p. 41, they simplified the appeals process. M. Abbani: The reduction in the appeal process is concerning. C. Gold: It's because it rarely reaches that stage. V. Palacios: An appeal is a standard for people to defend themselves. Why would we take that from students or faculty? C. Gold: The opportunity is there, it's just not extensive. CS: Is there provision for the union or other representatives to be notified? C. Gold: It's up to the faculty member. L. Widman: You have a right to ask. As a federation rep I represented three faculty grieved by students, and it was appalling. There was little due process, and obscure reasons for questioning. And it's also in the template. The respondent is informed, but maybe not; it it's informal.

Based on my experience, due process rights of students are protected, but not for faculty or staff. What is being alleged? Any of us has the right to know those allegations and the outcome of that formal meeting's outcome. It feels like an investigation is made, but by whom, the staff diversity officer? CJ: One faculty member got shingles from nervousness. Michelle Arthur is the current student grievance officer. I insisted that the respondent be informed. The students may not want their names known. It almost always gets resolved. Non-student grievances may go through Title IX offices. We added language to our procedure. K. Striepe: What is the accusation at the informal stage. L. Widman: I don't kneed to know the source, but I'd like to know the allegation. C. Gold: I want to know what the allegation is. That was shut down. The federation should be involved with consultation in Ed policies. I asked for a rep from them. We need their feedback. J. Troesh: At the informal state, if 98% get solved there, why stress out the faculty and staff? C. Gold: William agreed. It blows things out of proportion. It's nothing to be alarmed about. P. Marcoux: What happens to paperwork? B. Perez: It doesn't end up in faculty's file. Isn't there a student in here? Most faculty don't retaliate, but students feel that they might. Informal resolution makes student feel comfortable. They like their anonymity. It protects both parties. P. Lau: I agree with confidentiality, but what are the faculty's rights? C. Gold: They are not listed here. I don't know. B. Perez: It's your contract. L. Widman: There's a B/P about student behavior. We can lodge a complaint there. P. Lau: But if I'm accused? CJ: See your contract. You get union representation. P. Lau: It's still a concern. R. McMillan: When you chose not to comply with the union, they didn't prosecute? L. Widman: We chose not to participate because it was all bogus, an attempt to harass the instructor. The process was incomplete. The diversity officer was making it up. We didn't have to appear. C. Gold: I'll bring your questions to William Garcia and get union feedback too. Email me your questions. L. Widman: Any appeal (p.41) could include faculty, and is thee union's business. P. Marcoux: This is students' rights.

7. INFORMATION ITEMS –DISCUSSION

A. Minimum Qualifications – changes and updates – C. Jeffries/C. Striepe (pgs. 43 – 63)

CJ: All departments are allowed to make state quals local quals. On 46 see the approved/revised list. B. Perez: the changes occurred in 2012 and snuck by us. For example, Poly Sci requirements changed. I identified the differences in the 2014 list. They incorporated those covered by Ed Code changes too. I put non-credit in here because there is a chance that with the AB86 task force (pathways for Adult Ed) may be an increase in on credit proposals. The senate is revising the MQ's this year. On. P. 43, for communication studies, there is a recommendation to take out a Master's Degree in speech, etc. Degrees have changed. This needs to be voted on. It's board approved. CJ: This is the first reading. B. Perez: We can publish min quals on a job announcement that are lower than the state, but wee defer to the state's min quals. C. Gold: Are all departments aware of these changes? B. Perez: I'm distributing this to all deans and the senate. C. Gold: If the senate changes it, people might get mad at us. B. Perez: I got emails from deans. CJ: If you see a change, notify your departments.

B. Mary Beth Barrios – SSSP plan

M. Barrios. Thank you for having me. In 2011 the Chancellor's Office had a student success task force, with 22 recommendations. The eight areas are listed on first slide. Once adopted by legislature, it became the Student Success Act. One change to it is SSSP. I've bolded the areas it covers. We have OEI, the common assessment, as a result of the student success act, and a change in registration priorities. Every college must meet specific core services, listed here. "At Risk" as defined here, basic skills, on probation, and undecided students. By the end of fifteen units, they must declare a major. Our monies are highly regulated, we have many support services, but not all of them are covered under SSSP. The money is

meant to augment existing programs or to develop new programs. M. Ichinaga: At one time there was an in person orientation, but then it went online. So could funds cover in person orientations? M. Barrios: We're looking at online orientation. M. Ichinaga: The library used to participate and we thought it was useful, until it went online. M. Barrios: SSSP took the place of matriculation funds. It's a 40/60 split (headcount/core services.) See slide in handout. The SSSP plan and budget are due in October, and we carried over funds. The deadline in December is to spend 1.4 million. New incoming students register under Tier 3 if they complete core services by November 22. Last year we increased core services. This year we are targeting at risk students. The RISE center will target this, and will include early alert. M. Winfree: If a student is on probation and I'm not aware of it as an instructor, how does the student know where to go?

Patrick from ASO: Faculty can also by ASB stickers. We're pushing these out because programs lack funds. You get access to sporting events, theaters, and other stuff. Only 10 dollars per semester. Flyers by the door.

8. FUTURE AGENDA ITEMS

A. Sabra Sabio and Bernadette Flameno – presentation on Ed Planning Initiative (EPI)

9. PUBLIC COMMENT

10. ADJOURN
The meeting adjourned at 2:03p.m.

SD/ECCFall15

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 19, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Linda Beam, Thomas Fallo, Paul Flor, Irene Graff, Jo Ann Higdon, Chris Jeffries, Jeanie Nishime, Susan Pickens, Susana Prieto, Jean Shankweiler, Erika Solorzano, Claudia Striepe, Jared Thilenius.

1. Minutes – October 12, 2015 minutes were approved as presented.
2. Board Agenda – The October 19, 2015 agenda was reviewed.
   a) There will be a special recognition of Ms. Monica Bender, ECC alumni, who successfully swam across the English Channel.
   b) The resolution regarding the California Community Colleges Chancellor's Office Task Force (P/B 12 – P/B 13) will go to the Board of Governors.
   c) It was noted that amended salary schedules will be published in the November 2015 Board agenda.
3. Paul Flor reported that he will speak with Dr. Curry regarding the Accreditation timeline for CEC.

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

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Linda Beam, Cindy Constantino, Thomas Fallo, Paul Flor, Ann Garten, Irene Graff, Vishu Gupta, Chris Jeffries, David McPatchell, Jeanie Nishime, Jean Shankweiler, Luukia Smith, Claudia Striepe, Mike Trevis, Nina Velasquez

4. Minutes – October 19, 2015 minutes were approved as presented.

5. Accreditation: Accreditation follow-up visit is scheduled for Thursday, October 29. One team member has asked to meet with the College Council to discuss Recommendation 3 (Planning and Decision-Making Processes). Dr. Nishime will confirm the time and location of the meeting. (Note: Time was later confirmed for 11:00-11:30 a.m. in Adm 131.)

6. Outstanding Board Policies & Procedures – Series 5000 – Student Services: The following BPs/APs will be presented to the Board in November:
    a) BP/AP 3280 – Grants
    b) AP 5013 – Students in the Military
    c) BP/AP 5110 – Counseling
    d) BP/AP 5120 – Transfer Center
    e) BP/AP 5150 – Extended Opportunity Programs and Services
    f) BP 5200 – Student Health Services
    g) BP/AP 5210 – Communicable Disease
    h) BP 5405.1 – Student Political Organizations
    i) BP/AP 5800 – Prevention of Identity Theft in Student Financial Transactions

    The following APs will be presented to the Board in December:
    a) AP 5520 – Student Discipline Procedures
    b) AP 5530 – Student Rights and Grievances

    Other areas need to provide an update. Ms. Pickens will then be asked to provide a complete list for review.

7. Presidential Search: A special Board meeting was held on Friday, October 23. An official announcement will be forthcoming.

8. Other:
    a) Board of Trustees Meetings: A request was made to tape the Board meetings. President Fallo indicated that a proposal to tape the meetings may be presented to the Board.

    b) Board meeting set-up: In response to a question regarding the seating arrangements for Board members, President Fallo reported that staff is currently looking at the design of the new Administration Building and temporary facilities to be used during the transition. He is recommending that only the CEO and Board be seated at the main table with staff seated at side tables. In the interim, Board meetings will be held in the East Dining Room with the same configuration.

    c) Podium for Speakers: It was requested that consideration be given to the height of the podium and microphone so that guests of varying heights can be accommodated.

    d) New Faculty Hires: President Fallo clarified that new hires do not necessarily replace retirees. In addition to the two new hires in Spring 2016, there will be six additional hires. Next year, a total of 16 new hires have been approved.

An additional six counselors will be hired from funding received for SSSP. Two counselors have already been approved through the Faculty Identification process, so a total of eight new counselors will be hired for 2016-17.

e) Power Outage: Dr. Nishime will forward the draft protocol to be used in the event of a power outage. Comments and/or feedback should be forwarded to Dr. Nishime. Initial feedback was noted as follows:
   -- communication: need to communicate more regularly during the event, especially via Nixle.
   -- electronic keys: need to make sure there are alternate ways to get back into an office.
   -- evacuation: need to check all buildings to be sure all have been evacuated.

El Camino College – Office of the President
Minutes of the Facilities Steering Committee October 5, 2015

Present: Tom Brown, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Tom Lew, Bill Mulrooney, Rory Natividad, Jean Shankweiler, Shobhana Warrier, Rick Yatman

1. The minutes of May 4, 2015 were approved as presented.
2. Facilities Steering Committee Membership - all constituents members are to be represented in this committee for collegial consultation. Susan will be contact the various constituents to see who should be their representative to Facilities Steering Committee.

3. Facilities Steering Committee Purpose Statement - It was approved by the members that the corrected version of the purpose statement be used for this committee.

   The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members.

4. Facilities Steering Committee Evaluation Instrument - Irene Graff talked about the self-evaluation, which is the evaluation of committee functioning and how well it fulfilled its purpose, accomplishment of annual goals, achievement of Strategic Initiative C (collaboration). If committee would like to add any other questions to the self-evaluation, they can do so. It was agreed that the self-evaluation will be done at the end of the academic year, after the goals have been finalized by the committee. President Fallo said that Susan will send out email asking for constituents' recommendations for goals which will be brought back for discussion at the next meeting.

5. Urban Land Institute (ULI) - President Fallo wanted the committee to read the report and discussion will occur at the next meeting. If you have any question regarding the report, please email Jo Ann. Below is the web page link to the ULI report. http://www.elcamino.edu/administration/facilities/docs/ULI_report_June_2015.pdf

6. Marsee Auditorium - the costs plus renovation for bringing the auditorium into compliance (Seismic, ADA/FLS, etc.) would be estimated around $49 million. The budget is only $24 million. Seismic cost would be $2.3 million, cost of HAZMAT would be approximately less than $1 million, and ADA compliance would be around $7.5 million. In looking at the cost, the size of the building and the age, alternative

planning is in progress for the South Prescient. Tom said they are currently in the planning stages with the architect for the Administration Building.

7. Facilities Master Plan - FSC - Facilities Master Plan.pdf - Attached map was discussed.
   1. Orange area (in design/ construction): Parking Structure F (Channel Parking), New Main Gym, Pool & Classroom, Stadium, Administration, Parking Lot C and Student Services Center.

   2. Blue area (not in design): Student Activities Center and the Music, Theatre & Arts (currently meeting with Fine Arts to present plan and looking at the scope of their needs). This discussion will also incorporate on what to do with the Marsee Auditorium.

   The map is a rendition of what the architect was envisioning. We will be looking at the whole campus design and how best to utilize open spaces. The big question remains of what we will do with the Social Science building, since it was renovated with State monies.

8. Other item - President Fallo would like to have another meeting before the end of this year and couple of meetings in the Spring semester.

Collegial Consultation Committee Annual Evaluation, Academic Senate

N = 23

a. Participate in a process to review the committee's purpose.

Response	Frequency	Percent	Mean: 3.65
Yes	18	78.26	
Mostly	3	13.04	
No	1	4.35	
Not sure or N/A	1	4.35	

b. Review the Making Decisions at El Camino College document during a committee meeting.

Response	Frequency	Percent	Mean: 3.61
Yes	18	78.26	
Mostly	2	8.70	
No	2	8.70	
Not sure or N/A	1	4.35	

c. Participate in goal-setting for the committee.

Response	Frequency	Percent	Mean: 3.32
Yes	15	65.22	
Mostly	1	4.35	
No	4	17.39	
Not sure or N/A	2	8.70	
Invalid	1	4.35	

d. Review progress on the committee's annual goals.

Response	Frequency	Percent	Mean: 3.43
Yes	16	69.57	
Mostly	2	8.70	
No	4	17.39	
Not sure or N/A	1	4.35	

a. Have a good understanding of the committee's purpose and responsibilities.

Response	Frequency	Percent	Mean: 3.74
Yes	18	78.26	
Mostly	4	17.39	
No	1	4.35	
Not sure or N/A	0	0.00	

b. Have a good understanding of my role on the committee.

Response	Frequency	Percent	Mean: 3.65
Yes	16	69.57	
Mostly	6	26.09	
No	1	4.35	
Not sure or N/A	0	0.00	

c. Received a copy of meeting agendas sufficiently in advance to review (and consult, where applicable).

Response	Frequency	Percent	Mean: 3.91
Yes	21	91.30	
Mostly	2	8.70	
No	0	0.00	
Not sure or N/A	0	0.00	

d. Received supporting materials in advance to review (and consult, where applicable).

Response	Frequency	Percent	Mean: 3.87
Yes	20	86.96	
Mostly	3	13.04	
No	0	0.00	
Not sure or N/A	0	0.00	

e. Have a regular practice of communicating with the constituents whom I represent.

Response	Frequency	Percent	Mean: 3.32
Yes	11	47.83	
Mostly	8	34.78	
No	2	8.70	
Not sure or N/A	1	4.35	
Invalid	1	4.35	

f. Received an orientation to this committee when I began my term of membership (e.g., meeting or correspondence with committee chair or other member).

Response	Frequency	Percent	Mean: 2.70
Yes	7	30.43	
Mostly	2	8.70	
No	14	60.87	
Not sure or N/A	0	0.00	

4. To what degree did this committee fulfill its purpose:

Response	Frequency	Percent	Mean: 3.74
Very well	18	78.26	
Somewhat well	4	17.39	
Not very well	1	4.35	
Not sure	0	0.00	

a. Ensure full Division representation on Senate.

Response	Frequency	Percent	Mean: 4.65
Completed	16	69.57	
Mostly completed	6	26.09	
Partially completed	1	4.35	
Not started	0	0.00	
Not sure	0	0.00	

b. Ensure Executive and Committee Chairs are in place.

Response	Frequency	Percent	Mean: 4.78
Completed	21	91.30	
Mostly completed	1	4.35	
Partially completed	0	0.00	
Not started	0	0.00	
Not sure	1	4.35	

c. Build campus morale.

Response	Frequency	Percent	Mean: 3.70
Completed	7	30.43	
Mostly completed	10	43.48	
Partially completed	2	8.70	
Not started	0	0.00	
Not sure	4	17.39	

d. Enhance communication with all groups and partners.

Response	Frequency	Percent	Mean: 4.30
Completed	12	52.17	
Mostly completed	7	30.43	
Partially completed	3	13.04	
Not started	1	4.35	
Not sure	0	0.00	

e. Assert faculty voice and leadership on campus.

Response	Frequency	Percent	Mean: 4.43
Completed	15	65.22	
Mostly completed	4	17.39	
Partially completed	3	13.04	
Not started	1	4.35	
Not sure	0	0.00	

a. This committee's purpose statement incorporates the spirit of Strategic Initiative C.

Response	Frequency	Percent	Mean: 3.70
Very well	19	82.61	
Somewhat well	2	8.70	
Not very well	1	4.35	
Not sure	1	4.35	

b. This committee actualizes Strategic Initiative C.

Response	Frequency	Percent	Mean: 3.41
Very well	14	60.87	
Somewhat well	5	21.74	
Not very well	1	4.35	
Not sure	2	8.70	
Invalid	1	4.35	

9. In terms of how well it 1) fulfills its purpose, 2) functions effectively, and 3) works actively toward its goals, what grade would you assign this committee?

Response	Frequency	Percent	Mean: 3.59
A Excellent	15	65.22	
B Good	6	26.09	
C Average	0	0.00	
D Poor	1	4.35	
F Fail	0	0.00	
Invalid	1	4.35	

10. Please indicate the consultation committee you evaluated in this survey?

Response	Frequency	Percent	Mean: 1.00
Academic Senate	23	100.00	
Calendar Committee	0	0.00	
College Council or Consultative Council	0	0.00	
Facilities Steering	0	0.00	
Planning and Budgeting	0	0.00	
Technology Committee	0	0.00	

11. Location of committee:

Response	Frequency	Percent	Mean: 1.96
Compton Center	1	4.35	
El Camino College	22	95.65	

12. Length of time as a member:

Response	Frequency	Percent	Mean: 1.74
0-2 years	13	56.52	
3-5 years	3	13.04	
More than 5 years	7	30.43	

13. Role on this committee:

Response	Frequency	Percent	Mean: 1.04
I represent a constituent group faculty staff students managers confidentials	22	95.65	
I serve a supporting role	1	4.35	
Other e.g. guest presenter spectator	0	0.00	

14. I understand the 10 +1 purview of the Senate.

Response	Frequency	Percent	Mean: 0.82
Yes	18	78.26	
No	4	17.39	
Invalid	1	4.35	

15. What are the most important functions of the Academic Senate (pick as many as you feel apply)

Response	Frequency	Percent	Mean: -
a. To foster participation by faculty in academic & professional matters	21	91.30	
b. To represent faculty in academic & professional matters	19	82.61	
c. Ensure faculty appointments to task forces advisory Committees Accreditation committees	10	43.48	
d. Ensure faculty representation in development of institutional mission and goals	18	78.26	
e. Ensure shared governance”	20	86.96	
f. Provide leadership in 101 areas	18	78.26	
g. Enhance communication with all campus groups	15	65.22	

16. Is the Senate addressing the right issues?

Response	Frequency	Percent	Mean: 2.87
Yes	21	91.30	
No	1	4.35	
Sometimes	1	4.35	

Open Ended Questions

Question: 3. Comments on effective committee functioning.

Response
When I go to Academic Senate, I feel all I am doing is listening to officer reports. At least one hour of the meeting is allocated to reviewing material that is given to us in a packet before the meeting starts. I have stopped reading the packet so that I will not become bored during senate meetings. I feel the time could better be spent discussing important issues and faculty concerns rather than reviewing things that the senators have no control over (already done in a committee).
I really appreciate the strong leadership we have. It can be very time-consuming to serve. I value the commitment of my colleagues to step into leadership!

Question: 5. If you marked somewhat or not very well for the committee purpose, please share your concerns, being as specific as possible.

Response
Because of the time taken for officer reports, there is not enough time for discussion among faculty. Occasionally, we have been forced to pass resolutions quickly due to the lack of time. For example, on the 10/6/15 meeting, there was concern about wording in the AP/BP 3540. When trying to dicuss what should be done, it was decided we had to approve it since the board needed it within the next few weeks. That is negligence on the part of the academic senate.
I think the leadership of the Senate is doing well, considering the time constraints of each meeting. It is difficult to support full communication and at the same time transact the business of reviewing proposed policies and procedures.
Senate seems very wary of taking stands on things that significantly affect 10 1. Especially where Title IV says the faculty will be the primary decision maker for these areas, not that they will be involved in the decision or consulted.

Question: 6. Comments on goals.

Response
Some of the above are hard to mark "completed" because they are ongoing matters.
I was not aware that these were annual goals. There was also no clear strategy on how to implement them.
Some of these goals are difficult to "complete," however I believe strong progress has been made.

Question: 8. If you marked somewhat or not very well, please share your concerns, being specific as possible.

Response
I feel academic senate is essentially committee officers talking to each other rather than a dialog among faculty.

Question: 17. If you answered No, or Sometimes, please indicate areas that SHOULD be better addressed.

Response
There needs to be more engagement and opportunity to discuss issues among the faculty. Agendas are preset before the meeting without any input from faculty.
Again, there are issues for which dialogue is limited because of time constraints. Other times, I think that there could be better prioritization of the time available, for example, to spend more time on dialogue and less time on officer reports.

Question: 18. What else could the Academic Senate do to be more productive?

Response
I am fairly new to higher ed and find this process of shared goverenance to be an outstanding way to do business. Keep up all of the good work you do!!
Spend less time on officer reports (preferably none). Spend more time discussing initiatives and faculty issues. If necessary to have officer reports, have them at the end after all the actual important stuff is done. Do not save all the important material to cover in the last five minutes. It would also be helpful to have a TL;DR (too long didn't read) for each of the officer reports summarizing what they would have said at the meeting. If this were on one page, senators could quickly catch up rather than spending an hour listening to officer reports.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

MINUTES
Tuesday, Oct. 27
1:00-2:00 Admin 127

Fall Meetings: 1-2:00 in Admin 127. Sept. 8 & 22; Oct. 13 & 27; Nov. 10 & 24

Members: Christina Gold (Chair), Mark Fields, Connie Fitzsimons, Vanessa Haynes, Chris Jeffries, Alice Martinez, Karl Striepe, Lori Suekawa (absent), and Susan Taylor.

Visitors: David Mussaw (Academic Affairs Analyst); Jean Shankweiler (VPAA)

I) Progress on Fall 2015 BP/APs

- The committee reviewed the progress on the BP/APs that have been reviewed this semester.
- The copyright BP/APs will be reviewed at the next meeting.

II) BP/AP 4240 Academic Renewal

- The Board Policy was reviewed and is ready to move on to the Senate with the addition of a sentence about the creation of procedures. This will bring it into alignment with our other Board policies.
- The Academic Procedure was reviewed and is also ready to move on to the Senate with some editorial changes. Editing involved more clearly explaining the calculations of GPA, the limitations on renewal, and the process for filing a petition.

II) AP 5070 Attendance

- The committee continued its discussion of AP 5070 from the last meeting.
- David Mussaw and Jean Shankweiler were present to answer questions.
- Discussion focused on whether to provide precise language about how to calculate the maximum flex days permitted and the purpose of keeping attendance rosters for the entire semester.
- The AP is not ready yet for a first reading in the Senate.

Packet Materials

1. Agenda
2. Draft Minutes 10-13-15
3. BP 4240 Academic Renewal
4. BP 4240 CCLC Template
5. AP 4240 Academic Renewal
6. AP 4240 CCLC Template
7. Title 5 Section 55046
8. AP 5070 Attendance (Draft)
9. AP 5070 Attendance (CCLC template)
10. Ed Code section 84040

El Camino College Local Minimum Qualifications
Master's List

Board Approved December 15, 2008
Revised May19, 2014

Discipline	*Local Qualifications*
Academic Strategy	Master's degree in educational development, education, English, reading, mathematics, educational psychology or closely related field, with extensive coursework in reading, study skills or learning theory; OR the equivalent.
Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent. (NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
Adapted Computer Technology: Disabled Students Programs and Services	*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; **AND** fifteen semester units of upper division or graduate study in adapted computer technology *This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Agriculture	Master's in agriculture, agriculture ~~sciences~~ science, ~~or~~ education with a specialization in agriculture ~~OR~~ or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture, or other agriculture science) ~~Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology~~ OR the equivalent.

Anthropology	Master's in anthropology or archeology OR the equivalent.
Art	Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.
Art History	Master's in art history, history of art and architecture, or visual culture/visual studies **OR** Bachelor's in art history and master's in history **OR** master's in art with a recorded emphasis or concentration in art history **OR** the equivalent
Astronomy	Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.
Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.
Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.
Business Education	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.
Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.
Chicano Studies	Master's in Chicano Studies or ethnic studies **OR** the equivalent
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology,

	bilingual/bicultural education, ~~life management/home economics~~, family life studies, or family and consumer studies OR the equivalent.
Classics	Master's in classics **OR** bachelor's in classics **AND** master's in history (with a concentration in ancient Mediterranean areas), English literature, comparative literature, or classical archaeology **OR** the equivalent.
Communications Studies (Speech Communications)	Master's in speech, ~~rhetoric, communication,~~ communication studies, speech communication, or organizational communication ~~OR Bachelor's in any of the above AND Master's in mass communication~~ OR the equivalent.
Computer Science	Master's in computer science or computer engineeering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent.
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent.
Counseling: Disabled Students Programs and Services	*Posession of a master's degree, or equivalent foreign degree, in rehabilitation counseling. **OR** Possession of a master's degree, or equivalent foreign degree, in special education, and twenty-four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; **OR** a master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twellve or more semeter units in upperdivision or graduate level course work specifically in counseling or rehabilitation or individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following: (A) counseling or guidance for students with disabilities; or (B) Counseling and /or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

	*This is a paraphrased version of title 5 §53414(a). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Counseling: EOPS	*Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent; **AND** EOPS counselors hired after October 24, 1987, shall: (1) Have completed a minimum of nine semesters units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, o economic disadvantages **OR** (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages **AND** In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ehtnic minorities or persons handicapped by language, social, or economic disadvantages. *This is a paraphrased version of title 5 §56264. If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.
Deaf and Hearing Impaired: Disabled Students Programs and Services	*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; **AND** fifteen semester units of upper division or graduate study in deaf and hearing impaired. *This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.

Developmental Disabilities: Disabled Students Programs and Services	*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; **AND** fifteen semester units of upper division or graduate study in developmental disabilities. *This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Dietetics	See Nutritional Sciences/Dietetics.
Drama/Theater Arts	Master's or Master of Fine Arts in drama/theater arts/performance OR the equivalent.
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.
Ecology	Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.
Economics	Master's in economics OR Bachelor's in economics AND Master's in ~~business, business administration, business management, business education, or~~ finance OR the equivalent.
Education	Master's in education OR the equivalent.
Engineering	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent.
Engineering Technology	Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR the equivalent.
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a

	specialization in reading, creative writing, or journalism OR the equivalent.
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.
Ethnic Studies	Master's in the ethnic studies field **OR** master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African-American Studies OR the equivalent OR See Interdisciplinary Studies.
Family and Consumer Studies/ Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.
Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR See Interdisciplinary Studies.
Gerontology	Master's in gerontology OR the equivalent OR See Interdisciplinary Studies.
Health	Master's in health science, health education, biology,

	nursing, physical education, kinesiology, exercise science, dietetics, ~~or~~ nutrition, or public health OR Bachelor's in any of the above AND Master's in ~~public health, or~~ any biological science OR the equivalent.
Health Services Director/ Heath Services Coordinator/College Nurse	*Master's in nursing and a California Public Health Nurse certificate; OR Bachelor's in nursing, a California Public Health certificate, and a master's in health education, sociology, psychology, counseling, health care administration, public health, or community health. Note: Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws. *This is a paraphrased version of title 5 §53411. If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.~~Minimum Qualifications for these faculty members specified in Title 5 Section 53411.~~
History	Master's in history OR the equivalent.
Humanities	Master's in humanities OR the equivalent OR See Interdisciplinary Studies.
Instructional Design/ Technology	Master's in instructional design/technology or educational technology OR the equivalent.
Interdisciplinary Studies	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad enough to provide an ample basis for offering such a course.
Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.
Kinesiology	Master's in kinesiology, physical education, exercise science, education with an emphsis in physical education,

	physiology of exercises or adpative physical education **OR** bachelor's in any of the above **AND** master's in any life science, dance, physiology, health education, recreation administration or physical theraphy **OR** the equivalent.
Law	JD or LLB plus admission to the California Bar and 2 years experience practicing law OR meet qualification in the discipline of the application OR the equivalent.
Learning Assistance Instructors	~~Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.~~*Any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; **OR** a master's degree in education, educational psychology, or instructional psychology, or other master's degree wigh emphasis in adult learning theory. Note: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed. *This is a paraphrased version of title 5 §53415. If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Learning Disabilities: Disabled Students Programs and Services	*Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; **AND** Fifteen semester units of upper division or graduate study in learning disabilities. *This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Library Science	Master's in library science, library and information science, OR the equivalent.
Linguistics	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.
Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the

	above AND Master's in economics, accountancy, taxation, or law OR the equivalent.
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.
Mass Communication	Master's in radio, television, film, mass communication, or ~~communication~~, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, tellecommunications, or English the equivalent.
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.
Music	Master's in music OR the equivalent.
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent. **OR** The minimum qualifications as set by the Board of Registered Nursing, whichever is higher.
Nutritional Science/ Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent (NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
Peace Studies	Master's in peace studies, peace and conflict studies, peace and justice studies, **OR** the equivalent
Philosophy	Master's in philosophy OR the equivalent.
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.

Physical Disabilities: Disabled Students Programs and Services	*Master's, or equivalent foreign degree, in the category of the disability, special education, education, psychology, educational psychology, or rehabilitation counseling: **AND** Fifteen semester units of upper division or graduate study in physical disabilities. *This is a paraphrased version of title 5 §53414(d). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.
Physical Education (Adapted): Disabled Students Program and Services	*Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent; **AND** fifteen semester units of upper division or gradute study in adapted physical education. *This is a paraphrased version of title 5 §53414(b). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Physical Science	See Interdisciplinary Studies.
Physics	Master's in physics OR Bachelor's in physics AND Master's in astronomy, astrophysics or engineering OR the equivalent.
Political Science	Master's in political science, government, ~~public administration~~ or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, sociology or social science with an emphasis in political science, any ethnic studies, JD OR the equivalent.
Psychology	Master's in psychology OR the equivalent.

Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.
Social Science	Master's in social science OR the equivalent OR See Interdisciplinary Studies.
Sociology	Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent.
~~**Special Education**~~	~~Minimum Qualifications for these faculty members are specified in Title 5 Section 53414.~~
Speech Communication	See Communication Studies.
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology; **OR** the equivalent.
Speech and Language Disabilities (Pathology): Disabled Students Programs and Services	*Master's, or equivalent foreign degree, in speech pathology ad audiology, or in communication disorders; **AND** Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California. *This is a paraphrased version of title 5 §53411(c). If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.
Theater Arts	See Drama/Theater Arts.

Women's Studies	Master's in women's studies OR the equivalent OR See Interdisciplinary Studies.
Work Experience Instructors or Coordinators	*The minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed. *This is a paraphrased version of title 5 §53416. If there is any conflict between the paraphrased language and the title 5 languange, the title 5 language shall pervail.

Non-Master's Disciplines List

Category 1 – ~~Bachelor's Degrees Readily Available:~~List of disciplines in which a master's degree is not generally available but which requires a specific bachelor's or associate degree.

Discipline	Local Minimum Qualifications
Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related professional experience.
Citizenship: Noncredit Instruction	For a noncredit course in citizenship a bachelor's degree in any discipline, and six semester units in American history and institutions.
Computer Information Systems	Master's in computer science, computer information systems or business administration with an emphasis in computer information systems OR Bachelor's in any of the above and 5 years of appropriate work experience OR the equivalent.
English as a second language (ESL): Noncredit Instruction	For a noncredit course in English as a second language (ESL) any of the following: (1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages; **OR** (2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor; **OR**

	(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor; **OR** (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.
Health and Safety: Noncredit Instruction	For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
Home Economics: Noncredit Instruction	For a noncredit course in home economics a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
Interdisciplinary-Basic Skills: Noncredit Instruction	For an interdisciplinary noncredit basic skills course a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.
Mathematics- Basic Skills: Noncredit Instruction	For a noncredit basic skills course in mathematics a bachelor's degree in mathematics.
Older Adults: Noncredit Instruction	For a noncredit course intended for older adults, either pattern (1) or pattern (2) following: (1) A bachelor's degree with a major related to the subject of the course taught, and either: (A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor; **OR** (B) One year of professional experience working with older adults; **OR** (2) An associate degree with a major related to the subject

	of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.
Ornamental Horticulture	Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture OR the equivalent.
Parent Education: Noncredit Instruction	For a noncredit course in parent education a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.
Pharmacy Technology	Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience, or any associate degree, and an accredited Pharmacy Technician Certification (CPhT), and four years of professional experience.
Reading – Basic Skills: Noncredit Instruction	For a noncredit basic skills course in reading and/or writing either: Bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; **OR** Bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.
Real Estate	Bachelor's in business or finance, CA ~~DRE~~ BRE Broker license or CA ~~OREA~~ BREA Certified Appraisal license AND 2 years experience as a broker or appraiser OR Associate's in business, real estate, finance or real estate appraisal, CA ~~DRE~~ BRE Broker license or CA ~~OREA~~ BREA Certified Appraisal license and 6 years experience as a broker or appraiser.
Specialized Instruction (DSPS): Noncredit Instruction	The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the

	following: (1) The minimum qualifications for providing credit instruction for students with disabilities as specified in this section. **OR** (2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities. **OR** (3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.
Specialized Instruction (DSPS) – Vocational: Noncredit Instruction	For noncredit vocational courses an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.
Vocational (short-term):Noncredit Instruction	(i) For a short term noncredit vocational course, any one of the following: (1) Bachelor's degree; and two years of occupational experience related to the subject of the course taught; **OR** (2) Associate degree; and six years of occupational experience related to the subject of the course taught; **OR** (3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; **OR** (4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.
Writing- Basic Skills: Noncredit Instruction	For a noncredit basic skills course in reading and/or writing either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing,or journalism; **OR** A bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

Category 2 - Bachelor's degree and five years professional experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years professional experience and any certificate or license required to do that work. The professional experience required must be directly related to the faculty member's teaching assignment.

Discipline:

Administration of Justice

Air Conditioning, Refrigeration, Heating

Architecture

Auto Body Technology

Automotive Technology

Cabinet Making

Carpentry

Construction Technology

Cosmetology

Drafting

Electricity

Electromechanical Technology

Electronics

Emergency Medical Technologies

Engineering Support

Environmental Technologies

Fire Technology

Industrial Technology

Machine Tool Technology

Manufacturing Technology

Robotics

Telecommunication Technology

Welding

Category 3 - Bachelor's degree and two years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline:

Addiction Paraprofessional Training
Aeronautics
Agricultural Business and Related Services
Agricultural Engineering
Agricultural Production
Animal Training and Management
Appliance Repair
Archaeological Technology
Athletic Training
Aviation
Banking and Finance
Barbering
Bicycle Repair
Bookbinding
Broadcasting Technology
Building Codes and Regulations
Building Maintenance
Business Machine Technology
Cardiovascular Technology
Ceramic Technology
Coaching
Commercial Art
Commercial Music
Computer Service Technology
Construction Management
Court Interpreting
Court Reporting
Culinary Arts/Food Technology
Dental Technology
Diagnostic Medical Technology
Diesel Mechanics
Dietetic Technician
Electromicroscopy
Electronic Technology
Electroplating
Equine Science
Estimating
Fabric Care
Fashion and Related Technologies
Flight Attendant Training
Fluid Mechanics Technology
Folk Dance
Forestry/Natural Resources
Furniture Making
Graphic Arts
Gunsmithing
Health Care Ancillaries
Health Information Technology
Heavy Duty Equipment Mechanics
Hotel and Motel Services
Industrial Design
Industrial Maintenance
Industrial Relations
Industrial Safety
Insurance
Interior Design

Janitorial Services
Jewelry
Labor Relations
Legal Assisting
Library Technology
Licensed Vocational Nursing
Locksmithing
Marine Diving Technology
Martial Arts/Self Defense
Masonry
Materials Testing Technology
Media Production
Medical Instrument Repair
Military Studies
Mining and Metallurgy
Mortuary Science
Motorcycle Repair
Multimedia
Music Management
Music Merchandising
Musical Instrument Repair
Nursing Science/Clinical Practice
Occupational Therapy Assisting
Office Technologies
~~Ornamental Horticulture~~
~~Pharmacy Technology~~
Photographic Technology/Commercial Photography
Physical Therapy Assisting
Piano Tuning and Repair
Plastics
Plumbing
Printing Technology
Private Security
Prosthetics and Orthotics
Psychiatric Technician
Public Relations
Radiation Therapy
Radiological Technology
~~Real Estate~~
Registered Veterinary Technician
Rehabilitation Technician
Respiratory Technician
Respiratory Technologies
Restaurant Management
Retailing
Sanitation and Public Health Technology
Search and Rescue
Sheet Metal
Ship and Boat Building and Repair
Shoe Rebuilding
Sign Language, American
Sign Language/English Interpreting
Small Business Development
Small Engine Mechanics
Stagecraft
Steamfitting
Surgical Technology
Transportation
Travel Services
Upholstering
Vision Care Technology
Watch and Clock Repai~~r~~

Faculty Development Committee Meeting
Agenda for Tuesday, October 27, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (excused)	(AV)	Learning Resources/Compton Center

*Committee Chair

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

Fall 2015 Meetings: September 8 & 22, October 13 & 27, November 10 & 24, December 8 (if needed).
Spring 2016 Meetings: January 26, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

1. **Brief Status Reports on Fall FDC Initiatives:** (KDD) reported that 11 faculty and staff nominated 7 of their colleagues for the Outstanding Adjunct Faculty Award. The deadline for nominees to submit materials is Friday, October 30th. Because the selection committee meets Friday, November 6th, Brian Hayden has agreed to quickly convert all materials to PDF. (Last year, the process was shifted from paper-based to electronic.)

   Registrations for "Getting the Job, Part I: The Application" have been strong. Forty-six people have registered and most are interested in the post session. The three faculty panelists will assist (KDD) with the Post Session focused on CV review. (BH) noted that in past years only 12 attendees could be accommodated. (KDD) recalled that last year's evaluations expressed an interest in more individual attention. (BH) suggested capping enrollment for the Post Session at 25.

   Now that the faculty hiring process has been approved, (KDD) will complete recruiting for the spring event, "Getting the Job, Part II: The Interview," which will be held January 29th, 12:30-3:00 in the Alondra Room. (BH) and (LMT) are providing input, including making recommendations about which new faculty would make strong additions.

2. **Title IX Training for Faculty:** (KDD) requested that the order of the agenda items be adjusted so the team could provide feedback on 1) what questions faculty may have about the new reporting requirements and 2) what format would be most productive for training. She provided a list of suggested talking points and invited feedback from the team. (LMT) noted that the idea proposed by (RD) to have a binder in each classroom with emergency information is currently being developed by the AIMS (Assessment, Intervention and Management of Safety) Team. (RC) asked about student journals, which are not always viewed in their entirety. Is an instructor liable for failing to read information that should have been reported? (BH) noted that department-level workshops are most helpful and relevant. There was agreement from the team for (SK)'s commented that there is often a disconnect between online training and real-life situations. The benefit with online training is that the college can meet a training mandate. But, in the moment, it is unlikely that faculty and staff will recall

what was learned from the online program. (LMT) shared that a video entitled "Not Anymore" provided a useful way to understand consent, though it doesn't address reporting requirements. (FB) noted a need for training on the responsibilities faculty have to report and indicated that those responsibilities may be broader than many faculty grasp. For example, inappropriate public displays of affection, if they create a threatening environment, may need to be reported by faculty. Her understanding from previous trainings is that faculty are responsible for maintaining a nonthreatening environment.

Another question (FB) suggested is, "How will the student victim's privacy be protected?" She appreciated that the Title IX Coordinator (J. Ishikawa) and the Director of Student Development (G. Toya) contacted her before contacting (FB)'s student who had been a victim of gender-based misconduct. She believes that this consultative approach could encourage more faculty to report. (RD) suggested that, just as the ADA statement is required for all syllabi, it would make sense to provide faculty with boilerplate for reporting requirements.

(MS) expressed concern that she would have difficulty if she had just revealed something very private to an instructor, like being the victim of gender-based or sexual misconduct, and her instructor then reported that information to a third party. (EU) agreed there are some unintended consequences of the requirement; it may discourage the very people who need assistance from reaching out. One of her students disclosed that she was living in a shelter because her husband was abusive. The student was embarrassed and obviously felt a lot of shame. If (EU) were to report this information, the student would have been distressed. What purpose would it serve, given that the student has removed herself from the situation? In contrast, if a student is currently in danger it is clearer that there's a need to report. (EU) described a situation in which Campus Police came to her classroom seeking a student who had been a victim of rape. The officers were quite discreet, but this has the potential to create difficult situations for faculty and students.

(FB) noted that all faculty must do is report. After that, they do not need to be involved in the investigation. (KDD) explained that J. Ishikawa commented that students are under no obligation to cooperate with her investigation. So, even after an incident is reported, students have choices. (EU) pointed out that the policy is especially relevant for residential campuses but there are more gray areas on a community college campus. Faculty should be able to apply common sense. (RC) agreed and provided an example: if a student reports an incident occurred ten years ago and that student has been in therapy since the incident, the student may not need additional assistance.

(BH) suggested a key question to help faculty answer is, "What should be reported and to whom?" The AIMS team and G. Toya are both resources, depending on the incident. (RD) asked for clarification about when a student accused of an incident would be allowed to return to campus.

(LMT) reported that, in her doctoral work, she has learned of student advocate programs. The advocate would be available to shadow a student victim through the investigation process. ECC does not currently provide these resources but the YWCA may be willing to provide resources.

(BH) asked how faculty would be protected from stalking or harassment. (RC) experienced an incident like this. (KDD) suggested that this type of incident would go through AIMS and that there's a reporting form online, available here: http://www.elcamino.edu/administration/vpas/aims/aims_docs/ECC_student_conduct_AIMS_reporting_form.pdf. Also, there are plans to implement a software program that would allow the college to more effectively track problematic students. (LMT) shared that G. Toya visited New Faculty Learning Academy and faculty asked for direction regarding students who have not acted out but are raising some red flags. The advice was to trust your intuition and to reach out to the proper resource. (FB) recalled that these issues were previously handled through Counseling and that a professional followed up with students at home. (KDD) reported that some of these functions will be addressed by the new early alert program being piloted at ECC. Faculty will be able to raise the red flag regarding a student and professional staff will intervene. The goal is that faculty will be kept in the information loop, while also protecting the student's privacy.

(RD) reported that Chief M. Trevis presented recently at the Academic Senate. The chief encouraged faculty to trust their intuition and if they have a concern to call Campus Police or the chief directly. He is able to refer the issue to the appropriate member of the AIMS team. (FB) noted that we tend to protect the rights of the person who is accused. The faculty responsibility is just to report. There were some questions about whether faculty can learn if one of their students is a registered sex offender. (LMT) reported that FERPA restrictions do not apply for sex offenders. (FB) commented that a safe course of action, when in doubt, is to reach out to the division dean. The team felt that case studies and scenarios would be most useful for helping faculty understand reporting requirements. The listing of resources and questions discussed are as follows:

Available on the Title IX website:

- Employee Reporting Obligations
- Title IX Resources for Students and Employees
- Understanding Consent (Video)
- What To Do If You Are a Victim

Potential Questions From Faculty:

Reporting:

What types of misconduct must be reported?

- Off-campus incidents?
- Those involving non-students?
- Must the incident have been recent? Is there a "statute of limitations"?
- What responsibilities do faculty have to report incidents that create a threatening environment (e.g., sexual activities occurring on campus)?

How should faculty handle comments that are suggestive of misconduct but not clearly stating an incident occurred?

What source of information is appropriate for reporting an incident? (e.g., personal conversations, class discussions, email, written assignments)

Managing the Reporting Process With Students:

How can faculty proactively inform students about Title IX resources and, in particular, the reporting requirement?

- Statement & link to resources in syllabus.
- If anticipate a student will disclose, verbally explain reporting duties.

What strategies/approaches are most effective in managing the process of reporting a student's private information?

Reporting Process:

What happens once the faculty member reports the incident?

What happens for the student once the faculty member has reported an incident? How will the student victim's privacy be protected?

Faculty Training Needs:

What formats or approaches would be most useful for training faculty on reporting requirements?

- Online training modules
- Campus-wide workshops
- Department-level workshops
- Case studies, Q & A sessions, working sessions for faculty to exchange ideas/strategies

3. **Student Equity: Update on Professional Development Initiatives: (LMT) provided an overview of some of the events and activities being planned, starting with** Intergroup Dialogue Training, Friday, December 4th 9 am – 12 noon. A second training will be offered in Spring 2016, either on PD Day or sometime later in the semester. For

Spring PD Day, the goal is to use the model from Fall PD Day, which was effective in raising awareness of the SSSP mandates. Topics would include: an introduction of SEP, discussion of the core indicators, an explanation of the connection to SSSP and any relevant data. (RD) endorsed the idea to explain the connections between SEP and SSSP. How do the two programs work together? Why do we have two programs? How will it affect me and my department? He suggested keeping trainings small rather than large group gatherings. (KDD) noted that faculty feedback consistently endorses using "home grown" experts, especially other faculty. She asked the group whether that approach would be best or having campus leadership present information. The team agreed a combination can be most useful.

(LMT) reported that the Intergroup Dialogue Training (IGD) advocates self-awareness as a starting point. Dr. Shankweiler will invite campus leaders and representatives to participate in the training, with the goal that attendees would then share what they learned with their colleagues. For the equity events, faculty can either earn flex credit or a stipend. An additional event being planned is the Student Equity Summit which will occur in the spring semester, and may include other campuses over a two-day event. (KDD) suggested that a follow-up component to support faculty in implementing what they've learned could be very useful. (LMT) explained that the college is catching up on SEP efforts, given the recent turnover in leadership on campus. Several members of the team are involved in projects being proposed to SEP. (LMT) reported that general professional development funding will not be increased this year. State-level leaders are advocating for funds for next year.

4. **Flexible Calendar:** (LMT) shared examples of faculty professional development contracts for faculty. Title 5 requires that faculty develop a plan, outlining professional development goals. These models have been shared with the FDC Flex Calendar Advisory. The team was asked to consider piloting a version of the contract so contracts can be implemented campus-wide in fall 2016.

The meeting was adjourned at 1:50.

KDD 10.27.15

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 17, 2015

MEMBERS PRESENT

☐ Vacant - ECCE	☒ William Garcia– Student & Comm Adv.
☐ Connie Fitzsimons – Academic Affairs	☐ Cheryl Shenefield–Administrative Services
☐ Jackie Sims -Management/Supervisors	☐ Dean Starkey – Campus Police
☐ Ken Key - ECCFT	☒ Nicole Mardesich – ASO, Student Rep.
☒ Rory K. Natividad – Chair (non-voting)	☒ Lance Widman - Academic Senate

Other Attendees: Members: A. Grant, E. Rader, M. Trevis **Support:** L. Beam, J. Ely, I. Graff, J. Nishime

---

The meeting was called to order at 1:04 p.m.

Approval of the September 3, 2015 Minutes

1. Correction under Final Budget Presentation Second Reading, #3, **delete:** $349,191 and **replace with:** $349,192.
2. Under Accreditation Follow-Up Report, #1, **delete:** letter, **replace with:** follow-up report.
3. The minutes were approved with the noted corrections and will be posted.

VP Annual Planning Priorities – J. Nishime (Handouts)

1. The planning priorities were brought before the committee again for another review or to entertain any questions. The total cost for the vice president's prioritizations equal $1,897,371. Ongoing enhancements were listed at $500,000. This money will be used for augmenting the supply budgets in order to take care of the small supply items which have been seen in the planning recommendations. It was suggested supplies be noted on the listing of ongoing enhancements so it is clear where this money is going.
2. The planning process begins in the previous year at the department levels where planning is done through the area's SLOs and program reviews. From these reviews a list is created with requested recommendations which are voted on by the division and is then forwarded on to the appropriate area vice president for review and consideration for funding.
3. Some of the prioritization costs of the $1,897,371 total were noted as follows: $71,000 is from the instructional block grant, $310,000 comes from staffing out of the unrestricted general fund, $75,000 is from the sick-leave mandate, $135,000 for software for the new systems for timekeeping, student discipline, and ticketing systems, $30,000 for additional software from the block grant, $220,000 from the safety fund for emergency equipment
4. Some of the blank areas under strategic initiatives column will be filled in once the initiatives are identified. The committee will be kept in the loop as this information is updated. TracDat is still being updated with these items that have been prioritized.
5. The next step is contacting departments directly so accounts can be set up and the areas can start spending their allocations.

PBC Evaluation Overview – R. Natividad (Handout)

1. The PBC 2015 Evaluation form was distributed and reviewed by the committee. A year ago it was discussed we would stay with the same questions and format because we were going through accreditation. The committee was encouraged to review the hand out and supply any additional changes or revisions, which will be discussed at the next meeting.
2. Questions 7 – 9 regarding communication were addressed. It was noted the subject of communicating and how we get our information out is one area we are always trying to improve upon as this area fluctuates at times. The PBC now has a web site up and contains information on current, pertinent information.
3. It was suggested a question may want to be asked concerning if there other things needed to be known to help serve the group better or put the committee in a better place in the long term.
4. All the representatives on PBC communicate by reporting back to their constituent groups on items discussed at PBC. N. Mardesich, Associated Student Organization representative noted their meetings are held the same time as the PBC meetings. They are currently working on obtaining commissioners so there is proper representation.
5. The committee was thanked for their feedback as it is very valuable information and shows what the committee is doing. It was stated the President is very pleased with the committee and how they are moving forward with everything.
6. It was asked it there are multi-year evaluation results. There was a multi-year evaluation done two years ago where a comparison was done with a couple years. It was felt this could be valuable in showing us a comparison to see how things are progressing.
7. I. Graff stated she would bring some sample questions to be considered for next time which touch on strategic initiatives. It was felt this would be a good idea.
8. It was also suggested a question might want to be included about the Master Plan.
9. The committee was encouraged to send R. Natividad any of their suggestions or ideas this week for his consideration.
10. It was brought to the committee's attention that on the 2015 survey, the questions asked relate to the old purpose statement. Since there is a new purpose statement, the questions may have to be reformed.

PBC Statement of Purpose – R. Natividad

1. It was announced the Statement of Purpose was updated last year. The committee was informed to review the statement and see if anyone had any suggested changes. It was noted the Purpose Statement seems to fit well with what the PBC is currently doing.
2. The committee should consider removing the word "community" and replacing it with constituencies. This would reflect the same language as the evaluation and be consistent with accreditation and other documents. This was favorable accepted by the committee and a draft purpose statement will be provided to the committee at the October 1st meeting.

PBC Goals – R. Natividad

1. Last year's goals will be sent to the committee for review. Previous goals had been accomplished, such as the new PBC website, placement of common terms on the agenda and the implementation of a yearly PBC activities calendar.
2. Future goals should be sent to the chair for inclusion. Goals will be listed on the agenda second page in the future.

Adjournment – R. Natividad

1. The meeting adjourned at 2:40 p.m. The next meeting is scheduled for **October 1, 2015, at 1:00 p.m.,** in Library 202.

RKN/lmo

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 1, 2015

MEMBERS PRESENT

☐ Vacant - ECCE	☐ William Garcia– Student & Comm Adv.
☒ Connie Fitzsimons – Academic Affairs	☒ Cheryl Shenefield–Administrative Services
☐ Jackie Sims -Management/Supervisors	☐ Dean Starkey – Campus Police
☒ Ken Key - ECCFT	☒ Nicole Mardesich – ASO, Student Rep.
☒ Rory K. Natividad – Chair (non-voting)	☐ Lance Widman - Academic Senate

Other Attendees: Members: E. Rader, **Support:** I. Graff, J. Nishime, J. Shankweiler

---

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

A quorum was not present at the beginning of the meeting. Another member showed up and the minutes were approved at the end of the meeting.

PBC Evaluation– R. Natividad (Handout)

1. The committee reviewed a copy of the 2015 PBC evaluation. The committee asked if there were any changes they wanted to make. There was discussion about future changes and ways to address any areas of lacking information
2. A concern was expressed that since the committee does everything well; weakness may not show up as easily, specifically from the written comments section where issues are usually accentuated. It was suggested when feedback is received from the comment section of the survey on specific topics or areas of emphasis, the committee can discuss these items and devise a plan on how to address these matters. It was noted question 14 on the survey would be a good place to collect this information as it specifically deals with comments. It was noted this process would be a great way to acquire some goals and see what tasks are important to the various groups.
3. It was mentioned the evaluation used by PBC was noted as one of the best evaluations of all the collegial consultation committees and has been used as a model for these committees to utilize. A suggestion was made to add goals to the survey in order to see if we have accomplished stated goals at the end of the year.
4. A correction was noted on the PBC evaluation under A. Planning, (1). The term Accreditation Self-Study was changed to Accreditation Self-Evaluation. It was also agreed that the three areas on question 1 (Accreditation Self-Evaluation, Comprehensive Master Plan and annual plans) be broken out to receive individual feedback on each one.
5. A concern was expressed that we may not receive enough survey results from a good cross section of all the committee members on PBC. It was noted next time it will be stressed that all committee members take part in the survey as it is valuable information. The hope is to obtain over 20 results including those who represent members and support.
6. A committee member expressed the desire to make sure the chair and the committee facilitates presentations from the various constituencies and campus committees; such as, enrollment management, the Master Plan, etc. The committee member opened a discussion with regards to the

role of a committee chair and what are the chair's duties. It was mentioned if there was a particular item the committee wanted a follow-up on, the members have a duty and obligation to request that of the chair. The chair in turn needs to determine if the request meets the purview of the committee or the purpose statement. Various members provided dialogue in response to the goals and responsibilities of a chair. It was mentioned when it comes to evaluating the chairperson, there are areas on the survey which address specifics on what the chair does, but it is felt there could be other areas targeted which would be beneficial to evaluate. It was noted the chair communicates on a regular basis with the vice presidents on upcoming issues or items the committee should be notified of or involved in. He also reaches out to other areas on campus for further agenda topics It was also expressed that the collaborative effort of making the activity calendar has been a positive step in keeping the committee informed of areas of interest which are up and coming.

7. In an effort to guide the presentations throughout the year and maintain a consistent approach that the committee has developed the Annual Activities Calendar. This document will provide all members and the campus community a blueprint of items that PBC regularly addresses.
8. A number 15 question will be added to the survey to ask for any additional information or comments.

PBC Statement of Purpose 2nd Review – R. Natividad

1. The purpose statement was reviewed and suggested changes were made to the last sentence. Changes were suggested so it would read as follows: The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies. This change will be reflected on the next agenda.

PBC Yearly Goals – R. Natividad

1. Some goals were sent to the chair for consideration. One of the goals was to continue to review the areas of facilitation and assure we have the correct experts in the specific areas to address the committee.
2. One goal is to conduct an evaluation of the planning and budgeting process. This will be a goal of the committee for this year. Another one is to review and endorse the Comprehensive Master Plan and sub plans to assure they are supportive, integrative, implementable, and achievable.
3. New members to the PBC will now receive a welcome packet with pertinent information.
4. In terms of the self-evaluation for the committee, it was recommended we conduct a campus-wide survey which would be disseminated to the campus community. It was noted before the survey would be distributed, it will be presented to the PBC first for their feedback. It was noted this survey should be done in the fall as it would be too much work to do in the spring. Concern was expressed about administering the survey in October because there will be no PBC meeting on October 15 and a review of the survey was needed. It was noted the accreditation team will be visiting the college on October 29 and they would like to visit the PBC. It was decided the October 15 meeting will be moved to October 29 and the evaluation survey can be discussed at this meeting.
5. It was announced that all the collegial consultation committees have agreed to have a web page. There needs to be a template so every committees look is consistent. A goal for the PBC is to revise our web page so it is consistent with the other areas.

Approval of the September 3, 2015 Minutes

1. A clarification was noted under PBC Evaluation Overview, #3. **Delete**: out lining, **change to:** other.
2. The minutes were approved with noted changes and will be posted to the website.

Adjournment – R. Natividad

1. The meeting adjourned at 1:40 p.m. The next meeting is scheduled as a special session meeting for **October 29, 2015, at 1:00 p.m.,** in Library 202.

RKN/lmo

Assessment of Learning Committee (ALC)
Monday, September 14, 2015
Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Russell Serr and Jenny Simon (Interim)

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC (Interim) – Karen Whitney
Compton Representative – Kendahl Radcliffe
Deans' Representatives – Tom Lew & Elise Geraghty
Behavioral & Social Sciences – Janet Young
Fine Arts – Vince Palacios
Fine Arts Associate Dean (Interim) – Walter Cox
Humanities – Argelia Andrade
Industry & Technology – Sue Ellen Warren
Industry & Technology Assoc. Dean (Interim) – Randal Davis
Mathematical Sciences – Susanne Bucher
Library/LRU – Claudia Striepe
Institutional Research & Planning (IRP) – Carolyn Pineda

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I. Introduction of new members – *Russell Serr*

New ALC members were introduced:

- Karen Whitney is the new Interim Assoc. Dean of Academic Affairs.
- Jenny Simon will be replacing Karen's previous role this semester as Interim SLO Co-Coordinator, but she could not make it today.
- Tom Lew & Elise Geraghty are the new Dean's Representatives.
- Walter Cox is the new Interim Associate Dean of Fine Arts.
- Randal Davis is the new Interim Associate Dean of Industry & Technology.
- Carolyn Pineda is attending in place of Joshua Rosales, who is out on paternity leave.

II. Approval of Minutes

Russell S. moved to approve the minutes for the 5/11/2015 ALC meeting; motion was seconded by Janet Young. Motion was carried.

II. Reports

A. Dates and Deadlines – *Russell Serr*
   1. All ALC and Facilitator meetings are listed in the Agenda.
   2. This year, our goal is to finish the Communication ILO and start planning on the assessment of the Critical Thinking ILO (ILO #1) so that we can do the actual assessment in Spring 2015.
   3. Deadline for Spring/Summer 2015 assessments was last Friday, September 11, 2015
   4. Deadline for Fall 2015 Assessments is February 9, 2016.

B. TracDat Trainings/Updates – *Russell Serr*
   1. Russell S. has some more training dates scheduled. These dates will be distributed as well as posted on the SLO website.
   2. He stated that the last few training workshops he held went very well; however, there are a few people who come to his workshops wanting to learn about entering Program Review and

Recommendations or SAO information. He clarified that the training that he does is for SLO/PLO assessments only. Karen W. and Irene Graff are in charge of the TracDat training for Program Review and Recommendations and Robin Dreizler is in charge of SAO TracDat training.

3. Robin Dreizler is having a training session for entering SAOs on Wednesday, Sept. 16th. However, he did not state a time and location. Karen W. will get the information from Robin D. and will let facilitators know.
4. ECC SLO website updates:
   - TracDat SLO template that aligns with the new version of TracDat has been uploaded.
   - The new TracDat v5 tutorial videos are now posted on the website under "SLO and PLO Faculty Resources—Training Materials" located on the left navigation bar.
   - Vince P. asked if the tutorial videos included how to run the 4-column reports; Karen stated that we don't have a tutorial video on this topic yet. Russell S. and Janet Y. directed Vince P. to go to "Standard Reports" under "Reports" on the menu on the left side of TracDat.

B. Karen distributed sheet called "Survey Request Procedures" on how to request surveys. Surveys are a good resource for faculty when analyzing SLO and especially PLO results; faculty can also request for past surveys as well. IRP is asking for a one-month advanced notice. *(See attached Handout)*

C. ILO Results – *Karen Whitney & Carolyn Pineda*
(See attached Handouts: "Communication Institutional Learning Outcome Results", "General Overview" and "Disaggregated Data" worksheets)

1. Karen reviewed with the committee the Preliminary Communication ILO results and the final report prepared by Institutional Research and Planning. This ILO was assessed last semester (Spring 2015).
2. Karen went over the disaggregated data with the ALC and summarized the results (see page 3 of final report):
   - Overall ILO passage rate is 72.5%. (See "General Overview".) Out of the 113 sections that were selected to submit student ratings, only 30 sections returned completed student ratings (610 students total).
   - Had a really low sample size for the Artistic area of Communication (only one section with 19 students was assessed). Karen W. wondered if some of the data is lost because of technical error—quite a few e-mails sent by IRP that were not received by some faculty.
   - One thing that stood out is that Organization part of the Synoptic Communication Rubric in the Artistic area was quite low, but was one of the highest scores for Spoken/Signed and Written areas. This is because Organization for the Artistic area of Communication is not as linear as Spoken/Signed or Written areas.
   - Our target of 75% was only met for Spoken/Signed Communication. (Overall, artistic and written communication goal not met, but within margin of error).
   - According to units taken, generally success increased with more college experience, except for within written communication.
   - The data shows African-Americans underperforming in spoken and written communication. Latino students underperformed in written communication. Asians underperforming in written communication.

III. ILO Actions – *Karen Whitney*

A. What should our Action Items be?

1. ACTION PLAN: ALC committee broke up into groups of 4 to discuss their ideas for Action Plans based on the results. Each group was asked to present their ideas to the ALC; some of the ideas are:
   a. Claudia S., Tom L., Carolyn P.
      - Share data with SEP/SSSP coordinators

- Tom L. suggested diverting SEP funds; there is a list of about 25 courses that most students do poorly on—focus on these courses.

b. Janet Y., Elise G., Walter C., Vince P.
   - Similar ideas as above, with respect to SEP.

c. Argelia A., Sue Ellen W., Randal D., Kendahl R.
   - Have a writing component in every class—since writing is important, we should require a writing assignment in all classes, which will bring improvement to overall writing skills.

d. Russell S., Susanne B., Karen W.
   - Library is under-utilized; need to advertise the support services (Learning Resource Center, Writing Center, etc.) not just to students, but also to faculty—or bring rep resources to the classroom and do a presentation on their services.
   - Training for faculty on how to recognize the different language patterns for different groups; linguist input on the differences in communication among certain groups, i.e. Asian, Latino, White, African American.
   - Input from SEP experts. Karen W. wants to meet with Idania Reyes, Director of the Student Equity Program (SEP) to get her input and possibly invite her to attend one of our ALC meetings.

2. Karen W. asked the ALC to go around the room and read over all the suggestions (from this meeting and from Flex Day) and mark the ones they each personally think is important.
3. Karen W. will put together list of the ones that were marked up the most and will revisit them at the next meeting. *(Update: See attached "ILO ACTION PLAN Possibilities")*

IV. SLO Flex Credit – *Russell Serr*

A. There's been some discussion by faculty regarding getting Flex credit for assessing SLOs. Procedure is being formalized so that if an instructor attends a "Brown Bag" function (e.g. to discuss Action Items, Results, etc. with other instructors) within their department or division, he/she can earn Flex credits. However, doing the assessments—gathering data and entering it in TracDat does not count toward Flex credits, since that is part of the instructor's duty as faculty.

V. Next meeting – October 12, 2015

VII. Adjournment: Meeting was adjourned at 4:05 p.m.

FALL ALC Meetings	**Facilitator Training Sessions**	**"Working" Workshop: Entering SLO Assessments in TracDat**	**Upcoming Deadlines**
Mondays, 2:30 to 4:00 pm Admin 131 September 14 October 12 November 9 November 30	Tuesdays 1:00 to 2:00 pm Library West Basement, Rm. 19 September 15 October 13 November 10 December 1	Library Basement West Wednesday, December 2, 2015, 3-4pm Tuesday, December 8, 2015, 1-2pm Wednesday, December 9, 2015, 3-4pm **TracDat 101: Learn the Software Basics** Library Basement West Wednesday, October 14, 2015, 3-4pm Wednesday, October 18, 3-4pm	Spring/Summer 2015 Assessments – September 11, 2015

Attachments:
1. *"Survey Request Procedures"* (1 page)
2. *"General Overview" and "Disaggregated Data"* worksheets (3 pages)
3. *"Communication Institutional Learning Outcome Results"* (9 pages)
4. *"ILO ACTION PLAN Possibilities"* (1 page)

El Camino College& ECC-Compton Center
Survey Request Procedures

How to Request Surveys

- Complete a Research Request Form on the IRP webpage (blue button at bottom).
- Under "*Describe your request. What question(s) are you trying to answer?,*" specify if you need assistance in developing a new survey or need copies of an existing survey.
- Indicate whether the survey should be online, on paper (scannable) or both.
- If you are requesting an existing survey, please provide the name of the survey and number of copies needed.
- You do not need to enter a copy of the survey questions into the request form.
- Once your research request form is submitted, you will be contacted by the assigned researcher to discuss your survey request. The researcher will go over survey goals, questions and format, survey design, data options and sampling techniques.

Timeline

- Submit requests as early in your process as possible.
- ***New survey creation and development:*** 2 weeks lead time needed
- ***Reprint of existing survey*** = 1 week lead time needed
- ***Completed surveys will be scanned within 1 week of delivery.***

		Rate	N
ILO passage rate	Overall	72.5%	607
ILO passage rate	Organization	83.3%	609
ILO passage rate	Delivery	81.7%	608
ILO passage rate	Substantive Content	79.7%	610
Artistic ILO passage rate	Overall	52.6%	19
Artistic ILO passage rate	Organization	52.6%	19
Artistic ILO passage rate	Delivery	100.0%	19
Artistic ILO passage rate	Substantive Content	100.0%	19
Spoken/signed ILO passage rate	Overall	79.2%	178
Spoken/signed ILO passage rate	Organization	90.6%	180
Spoken/signed ILO passage rate	Delivery	86.6%	179
Spoken/signed ILO passage rate	Substantive Content	84.0%	181
Written ILO passage rate	Overall	70.5%	410
Written ILO passage rate	Organization	81.5%	410
Written ILO passage rate	Delivery	78.8%	410
Written ILO passage rate	Substantive Content	76.8%	410

		Mean Score
ILO	Organization	3.69
ILO	Delivery	3.56
ILO	Substantive	3.54
Artistic	Organization	2.84
Artistic	Delivery	4.68
Artistic	Substantive	4.32
Spoken/Signed	Organization	3.77
Spoken/Signed	Delivery	3.56
Spoken/Signed	Substantive	3.55
Written	Organization	3.7
Written	Delivery	3.51
Written	Substantive	3.5

Communication Method	**Gender**	Overall	Organization	Delivery	Substantive	People
Artistic	F	45%	45%	100%	100%	11
	M	63%	63%	100%	100%	8
Spoken/signed	F	79%	92%	85%	83%	107
	M	80%	89%	89%	85%	69
Written	F	73%	81%	81%	77%	238
	M	67%	82%	75%	76%	165
Overall	F	74%	83%	83%	80%	356
	M	70%	83%	80%	79%	242

Communication Method	**Race/Ethnicity**	Overall	Organization	Delivery	Substantive	People
Artistic	African-American	50%	50%	100%	100%	2
	Asian	50%	50%	100%	100%	8
	Filipino	50%	50%	100%	100%	2
	Latino	75%	75%	100%	100%	4
	Unknown	0%	0%	100%	100%	1
	White	50%	50%	100%	100%	2
Spoken/signed	African-American	66%	73%	77%	68%	29
	Asian	95%	100%	95%	95%	22
	Filipino	80%	100%	80%	80%	5
	Latino	79%	94%	87%	84%	95
	Other	100%	100%	100%	100%	4
	Unknown	50%	100%	100%	50%	2
	White	79%	84%	84%	95%	19
Written	African-American	65%	74%	74%	71%	77
	Asian	71%	88%	79%	71%	24
	Filipino	88%	88%	88%	88%	8
	Latino	70%	82%	79%	77%	260
	Other	75%	100%	75%	100%	4
	Unknown	75%	75%	75%	75%	8
	White	86%	95%	91%	91%	22
Overall	African-American	65%	73%	75%	71%	108
	Asian	78%	87%	89%	85%	54
	Filipino	80%	87%	87%	87%	15
	Latino	72%	85%	81%	79%	359
	Other	88%	100%	88%	100%	8
	Unknown	64%	73%	82%	73%	11
	White	81%	88%	88%	93%	43

Communication Method	Category	Overall	Organization	Delivery	Substantive	People
	Disability	0%	0%	100%	100%	2
Artistic	General Student	56%	56%	100%	100%	16
	Economic Disadvantage	100%	100%	100%	100%	1
	Disability	71%	71%	86%	100%	7
	General Student	83%	95%	90%	86%	136
Spoken/signed	Economic Disadvantage	71%	79%	79%	75%	28
	Economic Disadvantage & Disabilit	0%	67%	0%	33%	3
	Veteran	50%	50%	100%	100%	2
	Disability	63%	75%	75%	75%	16
	General Student	72%	83%	80%	78%	320
Written	Economic Disadvantage	71%	82%	80%	76%	51
	Economic Disadvantage & Disabilit	29%	57%	43%	43%	7
	Veteran	67%	67%	67%	67%	9
	Disability	60%	68%	80%	84%	25
	General Student	74%	85%	83%	81%	472
Overall	Economic Disadvantage	71%	81%	80%	76%	80
	Economic Disadvantage & Disabilit	20%	60%	30%	40%	10
	Veteran	64%	64%	73%	73%	11

Communication Method	Units	Overall	Organization	Delivery	Substantive Content	People
Artistic	**Total**	**56%**	**56%**	**100%**	**100%**	**18**
	<15	33%	33%	100%	100%	3
	15-29	33%	33%	100%	100%	3
	30-59	67%	67%	100%	100%	6
	60+	67%	67%	100%	100%	6
Spoken/signed	**Total**	**79%**	**91%**	**87%**	**84%**	**178**
	<15	59%	85%	71%	71%	27
	15-29	73%	91%	82%	74%	33
	30-59	84%	92%	89%	88%	75
	60+	88%	91%	95%	93%	43
Written	**Total**	**71%**	**82%**	**79%**	**77%**	**409**
	<15	68%	80%	76%	75%	176
	15-29	78%	86%	84%	82%	120
	30-59	68%	79%	80%	76%	71
	60+	69%	81%	74%	74%	42
Overall	<15	66%	80%	75%	75%	206
	15-29	76%	86%	84%	80%	156
	30-59	76%	85%	86%	83%	152
	60+	78%	85%	86%	85%	91

El Camino College

Communication Institutional Learning Outcome Results

Background

Institutional Learning Outcomes (ILO's) , formerly called Core Competencies at El Camino College, are the sets of skills which a student would be expected to develop through interaction with the college curriculum. El Camino College currently has four ILO's covering *Critical Thinking*, *Communication, Community and Personal Development,* and *Information Literacy.* These Institutional Learning Outcomes are linked to and supported by Student Learning Outcomes at the course (SLO's) and program level (PLO's).

During the Spring 2015 Semester El Camino College assessed Institutional Learning Outcome #2 to determine how well students have mastered *Communication* skills based on the statement:

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

- **Comprehend, analyze and respond appropriately to oral, written, and visual information. Effectively communicate/express information through speaking, writing, visual, and other appropriate mods of communication/expression.**
- **Effectively communicate ideas and opinions to a varied audience, including peers, faculty, staff and community.**
- **Respond to audiences from different arenas either in written, spoken or signed, and artistic forms to express ideas and opinions.**

The standard established for measuring this ILO is:

75% of students assessed will achieve a 3 or higher in each area.

Methodology

When Core Competency III: Communication and Comprehension (now ILO 2: Communication) was assessed during the Spring 2010 term, the methodology involved student self-ratings, teacher ratings, and a Grade-Point Average (GPA) analysis. The Assessment of Learning Committee determined that, while interesting, the student self-ratings and the GPA analysis did not enhance the discussion of how to improve instruction related to communication. Student self-ratings were often inflated compared to the faculty ratings of student learning. The GPA analysis added questionable value because courses included in the GPA did not necessarily belong to a course which was related to the Communication Core Competency.

For this round, the Communication ILO was assessed in courses that have SLO's linked to it and which were scheduled to perform an SLO assessment during the Spring 2015 term. These courses emphasized communication in artistic, spoken or signed, or in written form. Selected instructors were asked to replace the rubric used to assess the SLO with a rubric developed for the ILO created by unifying common themes across the SLO rubrics.

Sample

There were 497 sections slated to assess SLO's which were linked to the Communication ILO during the Spring 2015 semester at El Camino College Torrance campus and the Compton Center. Through a combination of random selection and volunteered selection, 113 sections were selected to submit student ratings. An attempt was made to ensure the sample included a representation of courses which emphasize each type of communication: Artistic, Spoken or Signed, and Written. Most of the sections were randomly selected. In order to boost the number of sections selected using artistic and signed communication, some instructors were asked to become part of the sample. In all 30 sections- 22 at the Torrance Campus and 8 at the Compton Center returned completed student ratings covering 610 students (margin of error ±3.95%).

Method of Assessment

Faculty were given the Synoptic Communication Rubric created by the Assessment of Learning Committee which directed faculty to rate students' communication in terms of organization, delivery, and substantive content (see Appendix A). A rating scale of 1-5 was established with 1 being "Poor" and 5 being "Excellent" for each of the three facets for effective communication. A student needs to be scored three or higher in each facet to be considered passing the ILO. Faculty were asked to use the same activity they would have used to perform the course level learning outcome (SLO) assessment, so assessment activities varied.

Of the 30 sections that returned assessments, most were based on writing assignments, including one which used writing assignments given throughout the semester. Other assessments were based on presentations, classwork and interactions, signing, math problem solving, and a graphic design project. See Table 1.

Table 1: ILO Assessment Methods

Assessment Method	Number
Presentation	3
Writing	17
Class interaction	2
Signed expression	3
Math word problems	4
Graphic design	1

Assessment Results

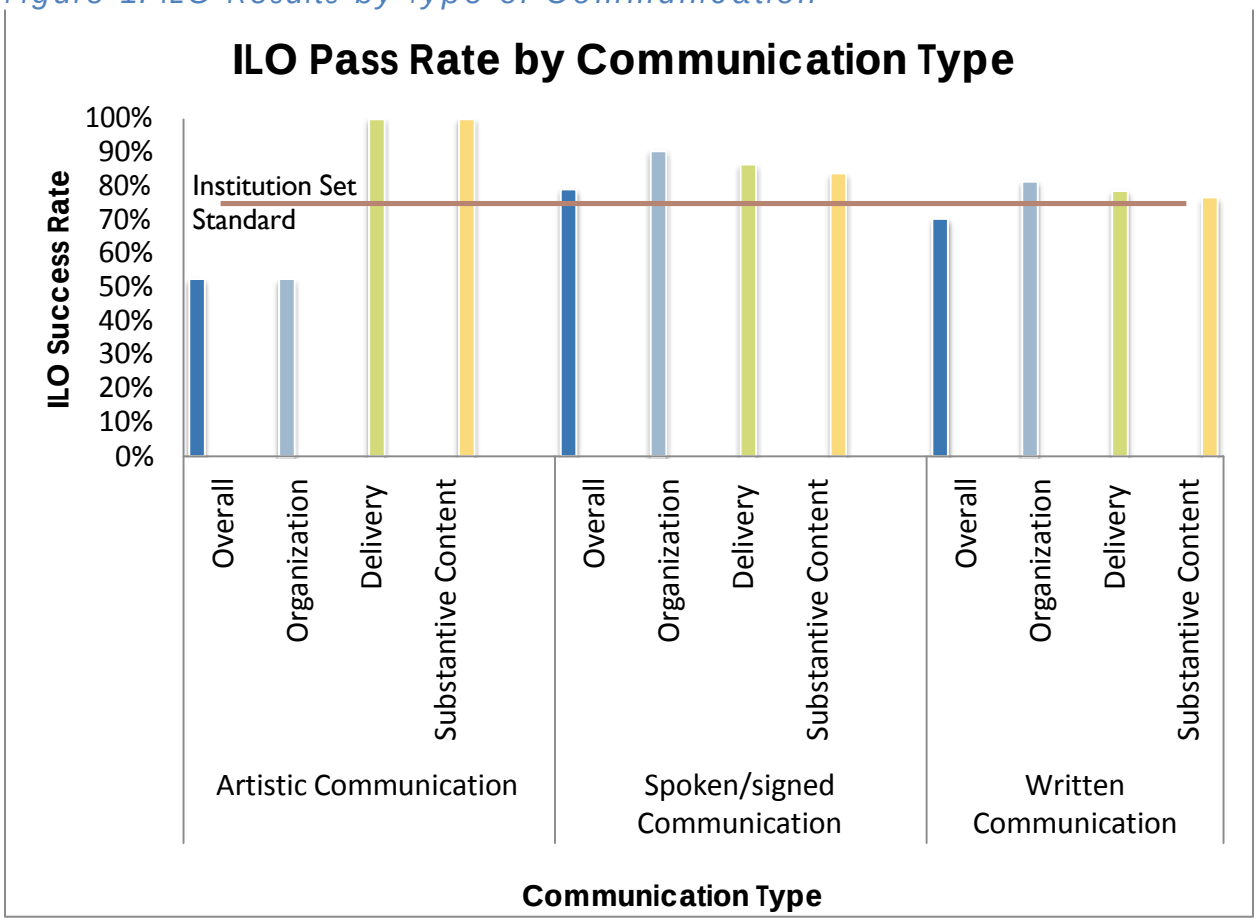
The results of the 610 assessments completed indicate the standard of 75% of students completing all three facets was not met. While the threshold for each facet of communication was met and all three had similar results, not enough students received a three or higher across the board. The overall rate shows students successfully completed the ILO just under the standard with 72.5% successfully completing all three facets of communication, but this number is still within the margin of error for the sample. However, when looking at each facet of communication, faculty were satisfied with student performance close to 80% of the time. See Table 2.

Table 2: Communication Segments Success Rate

ILO	Rate	N
Overall	*72.5%*	*607*
Organization	83.3%	609
Delivery	81.7%	608
Substantive Content	79.7%	610

ILO outcomes were disaggregated by communication type to determine if there were any differences in results based on method of communication (see Figure 1). Only 19 students were assessed for Artistic communication which is not enough to make statistically valid generalizations, but half of those assessed demonstrated difficulty with organization, though they did well with delivery and substantive content. There were 181 students assessed for spoken/signed communication and 410 assessed in written communication. Those assessing in spoken or signed communication not only passed the standard in each aspect of communication, they also passed the overall standard. Those being assessed through writing communication met the standard for each facet of communication, but did not meet the overall standard.

Figure 1: ILO Results by Type of Communication

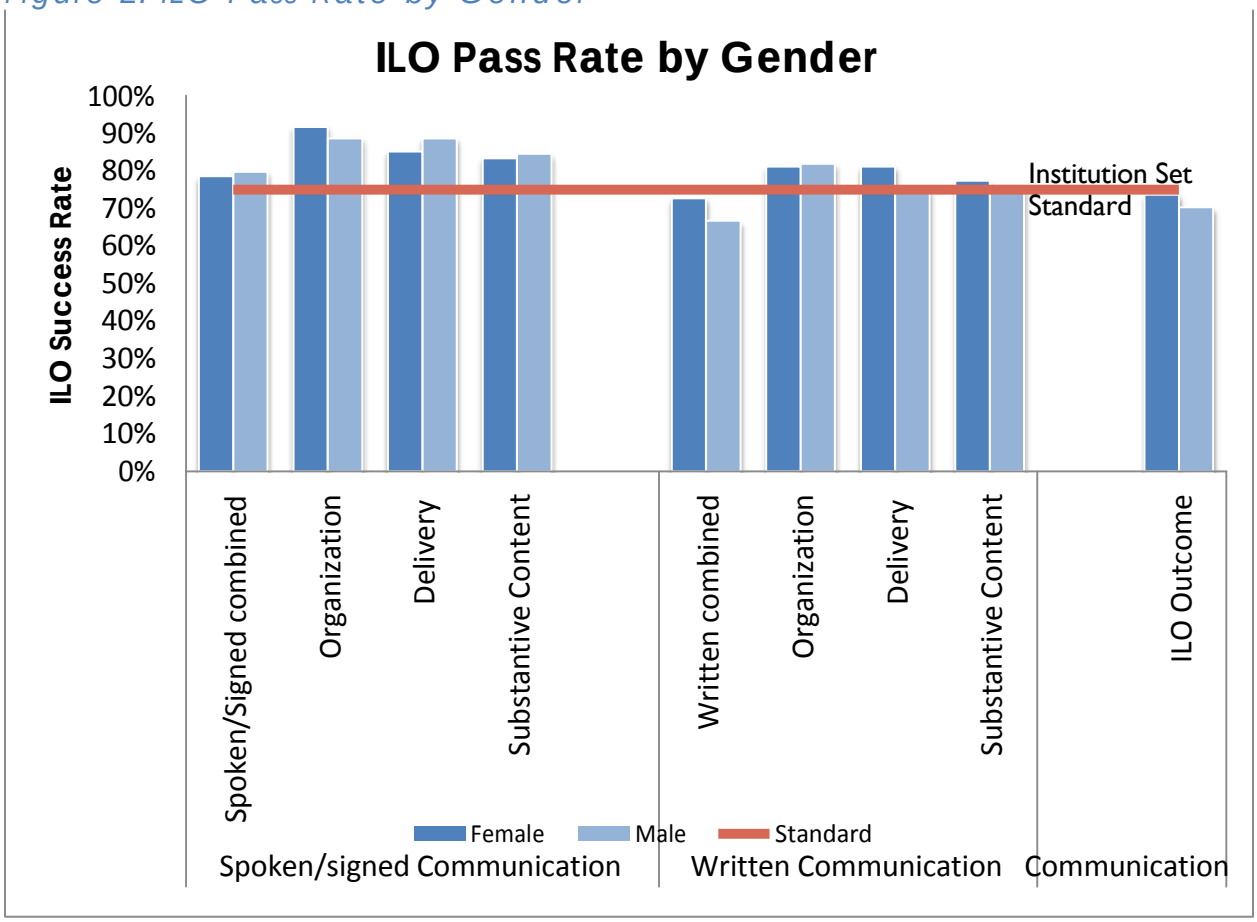


Outcomes by groups

The results of these outcomes were disaggregated by demographic groups where possible. Data was disaggregated by gender, race/ethnic group, disabled student status, economic disadvantage, and veteran status. Because of the low response from the Artistic communication type, that group is excluded from the disaggregation, but is included in the overall ILO outcome.

Overall, there was not much difference in outcomes between males and females as can be seen in Figure 2. Seventy-four percent of the females were successful in all 3 measures of communication compared to 70% of males. Both outcomes were below the 75% standard, although females were within the margin of error. Even though both males and females were near 80% successful in each component of communication, up to 10% of the students were not able to achieve a satisfactory rating in all 3 categories (organization, delivery, and substantive content). In the chart below, females are represented by the darker shading. The "combined" rates column in each section represents the rate at which the group was able to meet the standard for all three aspects of that type of communication.

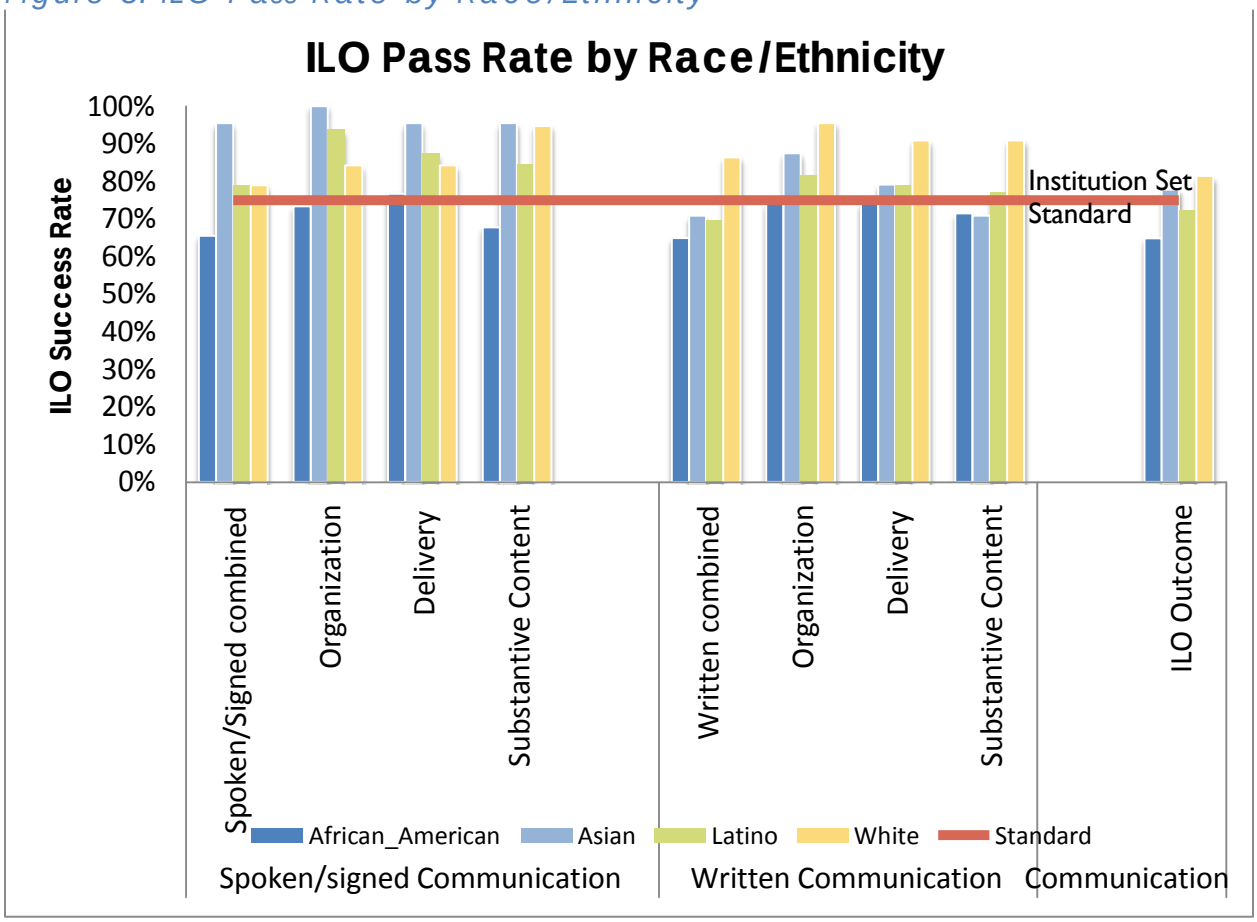
Figure 2: ILO Pass Rate by Gender



Outcomes were more varied when comparing racial/ethnic groups. African-Americans, one of the target groups in the college Student Equity Plan, had the lowest success rate in all but one category. African-Americans successfully completed the Communication ILO at 65% which is much lower than the institutional standard. The area of greatest difficulty for African-Americans in both spoken and written communication was the substantive content.

Figure 3 shows a clear difference in performance pattens by ethnic group for spoken/signed and written communication types. Asian students were the highest performing in each category for spoken/signed communication. Latinos also performed higher than White students in organization and delivery, but not in substantive content for spoken/signed communication. In written communication, White students performed the highest in each category and the success rates for Asians and Latinos dropped compared to their performance in spoken/signed communication. Like African-Americans, Asian and Latino students had the most difficulty with substantive content. White students were the only ethnic group to pass the ILO for written communication.

Figure 3: ILO Pass Rate by Race/Ethnicity

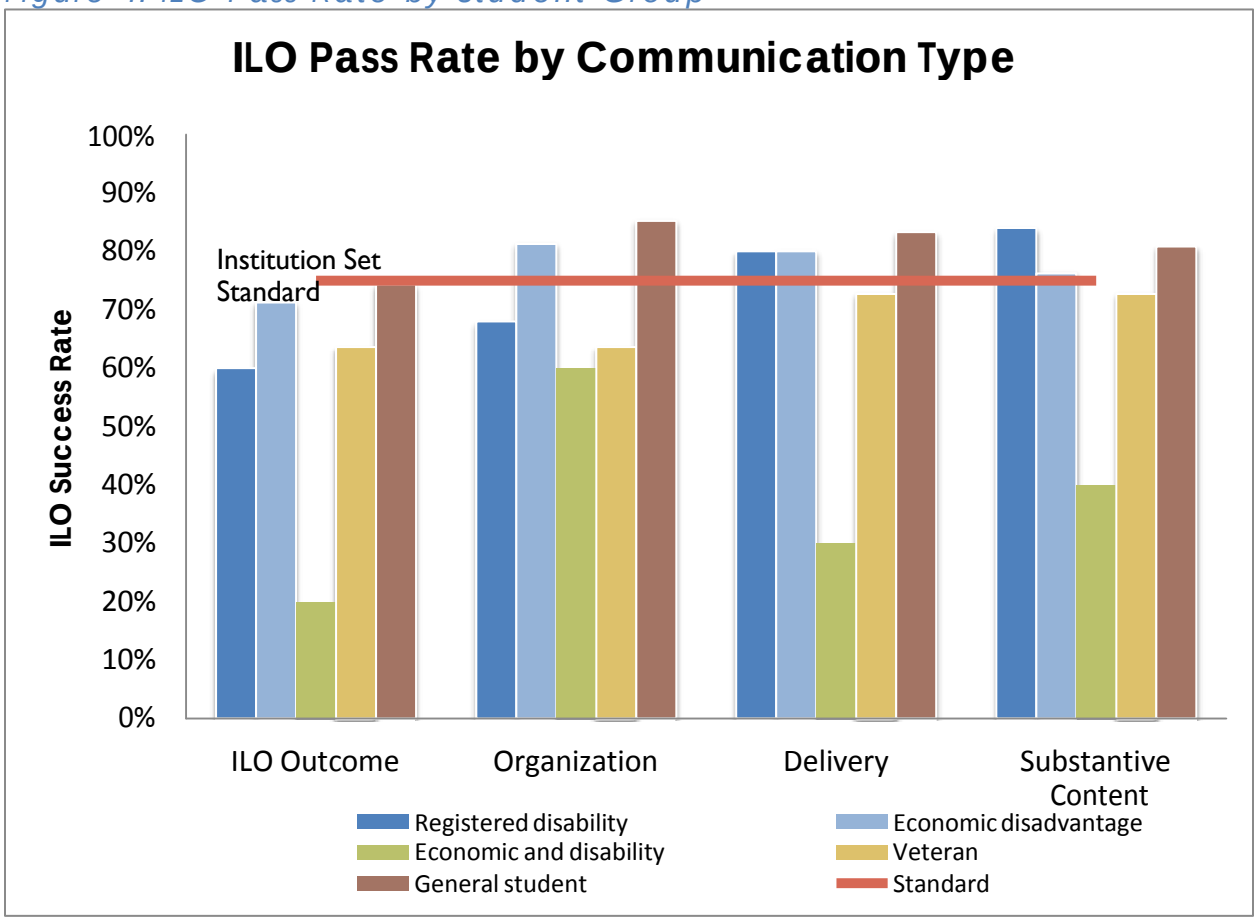


The college is required to disaggregate outcome data by veterans status, disablility status, and economic disadvantage status as well to ensure equitable outcomes are being achieved. In many cases the sample does not include enough members of each group to disaggregate data. For instance, only 11 veterans were identified in the sample. Because of this, data is not disaggregated by communication type. Only overall ILO outcomes are presented and those outcomes should be viewed for purposes of visualizing trends but should not necessarily be generalized to the entire campus. The only groups with a substantial population which would allow for generalization are the general student group, which acts as the comparison group, and the economic disadvantaged group as identified by involvement in certain programs on campus such as EOPS and CTEA[1], as well as receiving financial aid in the way of a Board of Governor (BOG) fee waiver or Pell Grant. Though the general group did outperform the economically disadvantaged group in each category, the difference is minimal (see Figure 4). While the economically disadvantaged group did not meet the ILO standard, they did meet the standard in each communication component. Students identified as veterans and those students with a registered disability also underperformed compared to the general student

[1] EOPS (Extended Opportunity Program & Services) and CTEA (Carl D. Perkins Vocational and Technical Education Act) are educational and student support programs whose criteria for participation include economic disadvantage, among other criteria.

group. This is most evident in organization of communication where both groups perform much lower than the general student population. An additional category combining outcomes for students who had a registered disability *and* were considered economically disadvantaged hints at a substantial disadvantage for those students. While these groups individually performed lower than the general student group, combined they performed considerably lower.

Figure 4: ILO Pass Rate by Student Group



Outcomes by units completed

Aside from demographic characteristics, ILO outcomes were also disaggregated by units completed prior to the semester. Because of the low number of responses, artistic communication was excluded from this analysis. Overall, there was little difference in ILO outcomes for students who had completed at least 15 units, with ILO passage rates of 76% to 78% (see Table 3). Students with less than 15 completed units did not perform as well and did not meet the communication ILO. While an increase in units completed correlated with an increased rate of success for completion of the ILO in spoken/signed communication, that was not the case for written communication. The students who had completed 15 to 29 units performed the best in written communication and the other groups actually performed on par with the group of students who had completed less than 15 units.

Table 3: ILO Pass Rate by Units Completed

Communication Method	Units	ILO Passage Rate	Organization	Delivery	Substantive Content	People
Spoken/ signed	**Total**	**79%**	**91%**	**87%**	**84%**	**178**
	<15	59%	85%	71%	71%	27
	15-29	73%	91%	82%	74%	33
	30-59	84%	92%	89%	88%	75
	60+	88%	91%	95%	93%	43
Written	**Total**	**71%**	**82%**	**79%**	**77%**	**409**
	<15	68%	80%	76%	75%	176
	15-29	78%	86%	84%	82%	120
	30-59	68%	79%	80%	76%	71
	60+	69%	81%	74%	74%	42
Overall	<15	66%	80%	75%	75%	206
	15-29	76%	86%	84%	80%	156
	30-59	76%	85%	86%	83%	152
	60+	78%	85%	86%	85%	91

Instructor Analysis

Instructors were asked to discuss some of the issues they saw with each communication component. While instructors felt most students did fairly well, there were some overarching issues which need to be addressed in order for students to succeed. In terms of *organization* of a communication, the most common problem students had was developing transitions for their ideas. A lack of cohesive transitions between sentences or paragraphs disrupted the flow of the ideas being communicated. Other students had problems developing a thesis statement.

In looking at *delivery* of communication, the most common problem indicated was poor grammar. Other delivery problems which were prevalent involved voice. This refers to both the intonation of the speaker as well as the formality. Many students spoke with monotone voices or with improper inflection, or had poor sign execution. In writing, some students used a familiar rather than academic voice to try to convey their ideas.

Instructors had an issue with student ability to provide support through research and to correctly cite sources when it came to issues of *substantive content*.

Conclusion

The evaluation of Institutional Learning Outcome #2: Communication provided some insights which can be used to improve communication instruction. The college fell short of meeting its goal of 75% ILO success, but the outcomes were within the margin of error. Problem areas which can be addressed are student understanding of the rules of grammar and proper use of research to support ideas. Added emphasis in these areas could help improve outcomes. This is particularly true for the substantive content portion. Instructors were asked about support

services used. Many listed tutors and the Writing Center, but few listed library services as resource. The Writing Center is available and able to help students incorporate research into their writing, but librarians are available to work with instuctors to show students how to find the resources that can inform their writing.

The ILO results also show a clear difference in outcomes for African-Americans compared to other racial/ethnic groups. African-American performance was comparatively low regardless of gender. There is a body of research which discusses issues of communication patterns related to African-Americans[2]. It is possible that some of the issues creating the gap between African-American and White or Asian student performance is related to differences in these language patterns. Training instructors to recognize these patterns and giving them tools to help students switch between African-American Vernacular English and Standard English may also help improve outcomes for African-American students.

[2] Two examples to start with are:
Labov, William. 1972. *Language in the Inner City: Studies in the Black English Vernacular.* Philadelphia: University of Pennsylvania Press.
Baugh, John. 1999. *Out of the mouths of slaves: African American language and educational malpractice*. University of Texas Press.

Appendix A: Synoptic Commnunication Rubric: Assessment of ILO #2 – Spring 2015

Standard: 3 or higher in all areas is considered successful

Communication Trait	1 Poor	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
Organization • Thesis/purpose • Flow of ideas • Intro/body/conclusion • Artistic composition • Grammatical structure/linguistics	**Not executed;** does not have clear structure or organization	**Somewhat executed;** some portions have clear structure and organization	**Mostly executed;** most portions have clear structure and organization	**Majorly executed;** majority of portions have clear structure and organization	**Fully executed;** all portions have clear structure and organization
Delivery • Verbal, Syntax • Non-verbal • Shows awareness of audience • Technical skill • Phonology, correct pronunciation, non-manual signs, parameter	**Not executed;** does not use appropriate syntax, technique, non-verbal cues, etc…	**Somewhat executed;** some use of appropriate syntax, technique, non-verbal cues, etc…	**Mostly executed;** mostly used appropriate syntax, technique, non-verbal cues, etc…	**Majorly executed;** majority use of appropriate syntax, technique, non-verbal cues, etc…	**Fully executed;** full use of appropriate syntax, technique, non-verbal cues, etc… throughout
Substantive Content • Adequate and appropriate data • Research/support/ evidence • Accuracy of content • Artistic creativity/ originality • Lexicon, vocabulary	**Not executed;** does not demonstrate sufficient research, sound data, or original thought	**Somewhat executed;** Some demonstration of sufficient research, sound data, or original thought	**Mostly executed;** mostly demonstrated sufficient research, sound data, or original thought	**Majorly executed;** majority demonstration of sufficient research, sound data, or original thought	**Fully executed;** full demonstration of sufficient research, sound data, or original thought throughout

Appendix B: Courses included in analysis

The following courses had ratings submitted for the Communication ILO analysis.

ART-101
ART-102B
ART-141
ART-205B
CIS-13
ENGL-20A
ENGL-36
ENGL-A
MATH-130
MATH-150
MATH-37
MATH-40
MATH-73
NURS-154
SLAN-111
SLAN-112
SLAN-200

ILO ACTION PLAN Possibilities

(Based on Flex Day activity and 9/14/15 ALC meeting)

College support

1. Share data with SEP/SSSP coordinators – SEP proposal?
    a. Possible summer/winter workshops to prepare students
2. Linguist input/training on speech patterns and different linguistic backgrounds
3. Increased understanding and utilization of support services offered on campus. Maybe create incentives for their use.

SLO Process

1. Larger sample, pre- and post-assessment

Teaching Strategies

1. Increased teacher preparation and modelling
    a. Jason Suarez led training
2. Writing assignments in all courses. Implement writing across the curriculum
3. Library resources better utilized – research and citation help

Curriculum Changes

1. Examine pre-requisites to ensure basic skills are met. Would have to identify which courses?

Administrative Procedure 4040 Library Services

Under the direction of the Director of Learning Resources, the Library and Learning Resources will offer a full range of library materials and information resources.
It is the aim of the library to provide a balanced collection of significant materials and information resources that will enrich and support the curriculum, aid the individual in the pursuit of information, provide a broad view of cultural heritage, promote aesthetic appreciation, present varied points of view concerning contemporary problems and issues, furnish intellectual stimulation, and invite the creative use of leisure time.
The selection and evaluation of library materials and information resources will be based on curricular demands, the recommendations of current professional review sources, plus the suggestions and requests of members of the campus community.
All faculty, staff, and currently enrolled students may borrow materials upon presentation of an El Camino College identification card. Area residents may borrow materials upon application for and purchase of a borrower's card through the Friends of the Library.
The following guidelines will be used in implementing the Library Policy.

1) Prioritization
A. To provide materials and information resources that meet direct curricular needs in the courses of study.
B. To include standard reference works in the major fields of knowledge.
C. To provide materials of current interest and concern.
D. To provide a well-rounded reading experience.

Library materials and information resources will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2) Selection Criteria. When selecting materials, the library considers the following:
A. Meeting the diverse needs of the campus community
B. Currency
C. Relevance
D. Overall balance of the collection and format of the material

Faculty members are encouraged to recommend titles in their areas of expertise; however librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations
The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation, e.g., that the materials must be added to the collection, the donation will not be accepted. All donations will be acknowledged by the College Foundation.

4. Special Collections
Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

5. Government Publications
The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding
When withdrawing materials, the following factors will be considered: the physical condition, number of duplicate copies, contemporary relevance and previous usage.

~~7. Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.~~

~~8~~ 7. Replacements
Missing, lost or damaged materials that are paid for will not necessarily be replaced.

~~9~~ 8. Controversial Materials
Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."
If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director, the college librarians and related discipline faculty will review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The decision will abide by the Academic Freedom BP/AP 4030. The questioner may accept the review, or present an appeal to the College President and if not satisfied, to the Board of Trustees.

~~10. A Library Advisory Committee will be convened at least twice annually to discuss library issues and provide input in the development of policies and procedures.~~

~~10~~ 9. Library policies and procedures are available on the library website.

References:
Education Code 78100
ACCJC Accreditation Standard II.B

May 2008/December 2014

BP 4240 Academic Renewal

Reference:
Title 5 Section 55046

Note: *This policy is legally required.*

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The *[CEO]* shall establish procedures that provide for academic renewal.

Revised 2/08

AP 4240 Academic Renewal

Reference:
Title 5 Section 55046

Note: *This procedure is **legally required**. Local practice may be inserted but should comply with the following:*

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have achieved a grade point average of **[*set a minimum of at least 2.0*]** in **[*set minimum number of units*]**, and
- At least **[*set time limit*]** must have elapsed from the time the course work to be removed was completed.

Up to ***[set unit limit]*** units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Note: *Additional local procedures should be inserted, which **must** include:*

The procedures to be followed by the student in requesting academic renewal.
Designated authorities.

Revised 8/06, 2/08, 9/08, 4/09

Board Policy 4240 **Academic Renewal**

The Superintendent/President shall, in consultation with the appropriate groups, develop procedures that provide for academic renewal. It is the policy of El Camino College to allow previously recorded substandard academic work to be disregarded if it is not reflective of a student's more recently demonstrated ability and if repetition is not appropriate to the current objectives of the student. ~~A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in determining the student's grade point average.~~

Procedures for implementing the policy will be developed ~~with~~ in collegial consultation with the Academic Senate~~, as defined in CCR Title 5, Section 53200~~. ~~This policy supersedes the section of BP 6130 dealing with Academic Renewal.~~

Reference: Title 5, Section ~~55765~~ 55046
Agreement, El Camino College Federation of Teachers, Article V.
Title 5, Section 53200

El Camino College
Adopted: 8/21/06

Draft: 10/28/15

Academic Procedure 4240 **Academic Renewal**

A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

1. The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.

2. At least two years must have passed since the ~~end of a semester with a grade to be disregarded.~~ sub-standard grade(s) was awarded (includes summer/winter).

3. ~~A student may be granted academic renewal at El Camino College only once.~~ Academic Renewal shall be granted to an El Camino College student only one time.

4. ~~Units disregarded by other institutions shall be deducted from the 24 semester units maximum of course work to be disregarded by El Camino College.~~ If another accredited college has removed previous course work through academic renewal, such action shall be honored by El Camino College.

5. Course work with disregarded grades may not be used to meet degree or certificate requirements.

6. If a student has received an associate degree at El Camino College, academic renewal may be allowed upon petitioning through the Admissions Office and reviewed by the Special Circumstance Petition Process Committee.

Academic renewal actions are irreversible.

~~Students requesting Academic Renewal may obtain an Academic Renewal Petition in the Records Admissions Office.~~ Students initiate the academic renewal process through the Admissions Office by obtaining and submitting the Academic Renewal Petition.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

~~If another accredited college has removed previous course work from associate in arts or bachelor's degrees consideration according to terms of that institution's policy, such an action shall be honored by El Camino College.~~

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from El Camino College.

~~These procedures supersede the provisions of BP 4220 dealing with Academic Renewal.~~

Reference: Title 5, Section ~~55765~~ 55046

August 21, 2006

CCR Title 5, 53200

Revised 10/28/15