



Academic Senate of El Camino College 2014-2015

October 21, 2014

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

Officers & Executive Committee

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

Adjunct

Kim Runkle (1 yr term) 14/15
vacant

Behavior & Social Sciences

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

Business

Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center

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

Counseling

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

Fine Arts

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

Health Sci & Athletics/Nursing

Mark Lipe 14/15
Robert Uphoff 14/15
Mina Colunga 14/15
vacant
vacant

Humanities

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

Industry & Technology

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

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.

Kristina Nakao

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

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 14/15 = 2014-2015

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



SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

FALL 2014

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

SPRING 2015

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

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

FALL 2014

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

SPRING 2015

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

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

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

Committees

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

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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		6- 11
C. OFFICER REPORTS	<p>A. President – Chris Jeffries/Claudia Striepe</p> <p>B. VP – Compton Education Center – Paul Flor</p> <p>C. Chair – Curriculum – Mark Lipe</p> <p>D. VP – Educational Policies – Chris Jeffries</p> <p>E. VP – Faculty Development –Kristie Daniel-DiGregorio</p> <p>F. VP – Finance – Lance Widman</p> <p>G. VP – Academic Technology – Pete Marcoux</p> <p>H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Karen Whitney</p>	<p>13- 21</p> <p>22- 31</p> <p>32- 36</p> <p>37- 39</p> <p>40-41</p> <p>42- 45</p>
D. SPECIAL COMMITTEE REPORTS	<p>A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime</p>	
E. UNFINISHED BUSINESS	<p>A. AP/BP 4040 – Library Services – Alice Grigsby This AP/BP describes and updates library policies and processes. This contains the strike-out version of the policy, and the procedure is new. This is the second reading.</p>	46- 48

<p>F. NEW BUSINESS</p>	<p>A. BP/AP 4050 – Articulation – Chris Jeffries This BP/AP describes and updates the articulation process. This is the first reading.</p> <p>B. College Consultation Groups - Jeffries and Striepe As recommended in <i>Making Decisions at El Camino College</i>, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. This document notes guidelines intended to assist in this process. This is informational only.</p> <p>C. AP 3050 - Institutional Code of Ethics – Chris Jeffries This procedure is new and is being reviewed for information only. This is part of the consultation process and no vote is required.</p>	<p>49- 51</p> <p>52-53</p> <p>54- 57</p>
<p>G. INFORMATION ITEMS – DISCUSSION</p>	<p>Research conducted at El Camino College – Irene Graff</p>	<p>58</p>
<p>H. FUTURE AGENDA ITEMS</p> <p>I. PUBLIC COMMENT</p> <p>J. ADJOURN</p>	<p>A representative from 20 Million Minds will be presenting at the Nov 4th Academic Senate meeting. Articulation and CIDs – Lori Suekawa Active Enrollment Reports – Espe Nieto</p>	

ACADEMIC SENATE ATTENDANCE
October 7, 2014

NAME: INITIALS

Adjunt (1 year)

Kim Runkle XX
Vacant

Behavioral & Social Sciences

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

Business

Phillip Lau XX
Tim Miller
Josh Troesh XX

Counseling

Griselda Castro
Chris Jeffires
Rene Lozano

Fine Arts

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

Health Sciences & Athletics

Mark Lipe
Robert Uphoff XX
Mina Colunga
Vacant
Vacant

Humanities

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

Industry & Technology

Patty Gebhart XX
Ross Durand
Mark Fields
Tim Muckey XX
Merriel Winfree XX
Lee MacPherson XX

NAME: INITIALS

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe XX

Mathematical Sciences

Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Alice Martinez
Vacant

Natural Sciences

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

Academic Affairs & SCA

Francisco Arce XX
Karen Lam
Jeanie Nishime XX
Robert Klier

Assoc. Students Org.

Kristina Nakao XX

Compton Education Center

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

Ex-Officio Positions

Ken Key (ECCFT) EXC
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:

Carolyn Pineda XX
Juan Lorenzo Gutierrez XX
Jessica Martinez XX
Janet Schaeffer XX

ACADEMIC SENATE MINUTES

October 7, 2014

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 order on September 2, 2014 at 12:39 a.m.

2. APPROVAL OF MINUTES

[See pgs. 6-11 of packet] for minutes of the September 16 meeting.

CS and SJ offered grammatical corrections to the Officer Reports. A. Ahmadpour, in his comments regarding academic rank, was concerned with “vulgarization of titles,” not “bogartization.” P. Marcoux clarifies his comments regarding Cesar Chavez Day. (See corrected minutes for changes.)

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12 - 22)

CS: The Senate Executive Committee met with Dr. Nishime and Dr. Arce and discussed both ongoing and new goals, as well as new initiatives that may affect pedagogical methods and support services. Hopefully, teacher training will be funded, as well as summer bridge, faculty development, flex day panels, etc. Initial planning will fall on senate committees. We hope some money will go to budgets and release time.

CJ: The minutes from college council are included. The Deans Council minutes (p. 16) regard FTES. CJ asked Dr. Arce for an update. Dr. Arce: We added 500 sections to the spring schedule. Because the second eight-week classes don't fill in fall, the low risk approach is to add sections in spring. CJ: Are the back-to-back eight week sections ever offered in parallel, for blocking ease?

Dr. Arce: Students still don't enroll. It's a hard load for most students. They are also budgeting time for sixteen week classes. These are nine to eleven unit students. It hasn't been successful.

CJ. The summer /fall registration split was discussed at the last meeting. On p. 19 you'll find the Student Success Advisory Committee minutes.

CS. The Student Equity Plan is going along well but has a tight timeframe. It focuses on demographic groups in terms of transfer, completion, etc. as opposed to historic mean. It focuses on how to increase groups, beginning with African Americans, and how to expand existing facilities or even create new ones. Funding is available. More information to follow.

CJ: Thank you to Joe Villalobos for serving on OEI basic skills workgroup. See p. 21 for budget update. We will look at programs and initiatives to use upcoming funds. Dr. Nishime: Professional development has not been funded although legislation has passed. A requested increase has not yet been funded.

B. VP – Compton Education Center – Paul Flor

P. Flor: I'm sharing slides on the Chancellor's visit to CEC last Thursday. It will be forwarded to senate. Student success and student access were the focus of his talk. He gave a history of the community college system. We're at a landmark in that history of adding Bachelor's degrees, 15 programs across the state. I

referred to AB86, I think it should go on timeline. He personalized his presentation with photographs of real students from across the state. He talked about the budget crisis and where we should focus. How we went from 2.6 to 2.1 million. With Proposition 30, and new funding, that number will be recovered. From 2009 to present we gained 200,000 but we're still at a loss. A key is restoring access. He forecasted stability from next month's election. Governor Brown should be reelected and funding should remain favorable to the community college system. Decline has been nationwide. We used to be third in world, and the United States is now 14th, similar to Israel. South Korea, Japan and France have opened access to higher education for younger groups.

C. Chair – Curriculum – Mark Lipe (pgs. 23 - 26)

In our packet, the minutes of CCC are listed on p. 23, for the first meeting of fall. We met twice in September. Those notes will be made available on Sept 9. We passed Economics ADT, our eighteenth. ADT is Associate Degree for Transfer, for students to fast track at 4-year schools at a junior status. We're at 80%. We have four degrees: Philosophy, Music, Kinesiology, and Business Administration are in progress. Our goal is 100% by the end of fall term. Last week I met with Rachel Williams (English) who will propose an honors curriculum that mirrors existing curricula. We have 26 honors classes. 50% of other colleges have a separate course approved as honors. Rachel will start with English 1ah, 1bh, 1ch, as new courses that mirror existing course but are more enriched and rigorous, using independent scholarly resources. It's exciting. We hope to get them all approved within a three-year plan. CJ: Rachel is a co-director for the Honors Transfer Program, and Dean Shankweiler is involved.

D. VP – Educational Policies – Chris Jeffries

When we meet next week we'll discuss BP5500, BP4010 and BP4030. We'll go through those by December, as well as AB4040 (library services).

E. VP – Faculty Development – Kristie Daniel – DiGregorio (pgs. 27 - 30)

We are not a collegial consultation committee but we model guidelines such as setting goals. Some goals for fall included flex day, faculty book club, "getting the job -Part 1: the application", Outstanding Adjunct Faculty Award. Forty-three donors helped with fundraising for the Adjunct Faculty Award, five hundred dollars a year in perpetuity. We implemented a workshop related to student success, and addressed Academic Rank, revised by the senate. Regarding Flex day follow ups, especially highly attended and rated workshops, all faculty were invited to brainstorm around student success. Ideas from Flex day were forwarded to the Student Success Advisory Committee. Goals are to invite faculty to report on progress, and send brief monthly emails to the list serve – a spotlight on great ideas. Our first spotlight newsletter is included today. Regarding academic rank, here is a page from the ECC catalog showing rank from the early 1980's. The purpose is to recognize professional experience of ECC faculty, professional titles, and key milestones. We consulted with the federation, human resources, faculty involved in senate rank (campus historians), and peer institutions, etc. Criteria are included in the packet (p. 29). We removed the word lecturer and replaced it with instructors. Part time colleagues are included. Ten or more semesters should be reflected for adjuncts. Full time ranks begin with Assistant Professor. After tenure, full timers are recognized as Associate Professor. No change to Professors or Professors Emeriti. CJ: It's a revision to strengthen the ranks. A. Ahmadpour: Assistant Professor usually goes with part-timers. Tenure-track professors are usually called Associate Professors for colleges and universities. Maybe we can start as Associate Professors. CJ: This is the second reading.

The Co-presidents here paused to welcome our guests from accreditation: James Van Tassel, Jamey Nue, Rick Santos, G.H. Javaheripour, and Anthony Beebe.

K. Daniel –DiGregorio: At LACC, new contracts start as assistant professor, and at Harbor. C. Wells: Is the LA district all the same? K. Daniel –DiGregorio: No. P. Marcoux moved to vote. M. Lipe seconded the motion. There were no opposed votes or abstentions. Please see roll sheet for yeas. K. Daniel – DiGregorio: We're accepting nominations for outstanding adjunct faculty by next Friday. Thank you.

F. VP – Finance – Lance Widman

Lance promised to be well-behaved for our guests from Accreditation. L. Widman: We have a final budget approved and accepted by the board. So we're now in the planning phase, self-evaluation and reviewing goals. We're in a reflection period.

G. VP – Academic Technology – Pete Marcoux

On September 25 we talked about three things: technology plan, faculty laptops, and next semester's technology fair. If you attended last year, would you like the same speaker? The fair is a great way to see the newest academic technology. CS: Dr. Nishime said that laptops depend on a technology plan. Faculty can expect laptops? Dr. Nishime: We were hoping the Technology Committee would have a replacement plan. What do you think is appropriate life cycle? Should we offer a dual instrument? We need direction from the committee. P. Marcoux: Will Warren will have a display at the fair to show faculty options and give them a survey. M. Ichinaga: I was part of a focus group that met with a consultant Jo-Ann Higdon hired. We asked for the result of the consultation. He said that there would be a report. I thought it would include recommendations, an appropriate mission for ITS, etc. Will the report be made public? What will be the result? Dr. Nishime: We know that the report is delayed. The principal consultant had the flu, jury duty, etc. We're two weeks behind on the report. We don't know when it will be available. We can't move forward with the IT director position until we see the report. We're waiting too. Dr. Arce: I don't believe the laptop issue will be included. CJ: But laptops should come from the Technology Committee. Dr. Nishime: The technology report is not dealing with software or Datatel. Dr. Arce: It will be a public report. A demonstration of technology would be helpful, not just at the fair but at senate. P. Marcoux: Technology is changing. Do we have timeline? Warranties, etc. ? Dr. Arce: They have a five-year warranty. We have to move into the next phase of replacement. T. Muckey: Does this accommodate student advanced learning? I use my own stuff. P. Marcoux: October 28 at 12:30 is our next open meeting. Come by for input. Also I met with 20 million minds, a non-profit that provides free textbooks. I've invited them to speak to senate in November. I'll bring copies to natural sciences. These are free digital copies and discounted hardcopies. These are professionally produced titles. Their website is 20mm.org. There is also a contest of student-made videos of how they raise money for books awarded by a \$2500 scholarship. Russ McMillin: Will it be all Dells? P. Marcoux: Hopefully not.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 31-33)

The approved minutes from ALC are on p. 31. They include a discussion of goals, and the new ILO cycle of assessment. 95 % of courses scheduled were assessed and their reports submitted, eight or nine program levels, too (all except for one). Please thank faculty for a tremendous job.

4. SPECIAL COMMITTEE REPORTS

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

Dr. Nishime: Student and Community Advancement and the Planning Advisory Committee have met regularly to make plan 1.3 million dollar augmentation to budget. Now we have money to carry out objectives we've talked about. We're excited to help out Title 5, at risk, probationary, and basic skills students as well as new students. We're happy to have a concentration of funds to target new students with a comprehensive Ed plan. You'll be hearing more about it. Early alert is a really important part of the process. What happens after we identify at risk students? This is a massive undertaking so we break it into steps to slow down and target degrees and certificates and transfer for at risk students.

Dr. Arce: It's exciting to have so much money, the planning will address incoming students and the student equity plan will help us supplement student support services to become more aggressive in intervention to help students identify remediation areas. We've been working to get a plan done in a few weeks. I'm taking PBC recommendation of \$1, 150,000 dollars worth of equipment for instructional equipment from faculty program plans and prioritization. Thank you all.

5.UNFINISHED BUSINESS

CJ: Carolyn Pineda is here from IR. Irene can't join us.

A. BP/AP 3250 Institutional Planning

This BP is being brought to the Senate after careful and extensive review by all collegial bodies. It has been approved by Ed Policies. This is a second reading (pgs. 34 -48). Dr. Nishime: The administrative procedure is the important part. It's lengthy. It defines the planning process, the roles, responsibilities of cabinet members and committees, and how it comes together for institutional effectiveness, and to move the institution toward goals we've set. Irene and staff have done an excellent job defining what we do, and how the planning process works. P. Marcoux: Where has it been? Dr. Nishime: Deans' Council, College Council, Everywhere. CJ: Irene was going to make a handbook and put it in writing for us. Even PBC has seen it. It's gone through the collegial consultation process. P. Marcoux called for a vote. C. Wells seconded the motion.

No opposed. Kim Runkle abstained.

CS reminded the senate that according to procedure, only abstentions, and nays are counted. All else present are counted as voting in favor.

B. BP/AP 2410 Board Policies and Administrative Procedure

Chris Jeffries: This BP/AP is being revised to update local practices and the inclusion of the collegial consultation processes. This is a second reading. (pgs. 49 -50) C. Gold suggested that we add recommendations. I defer to her experience. In the first paragraph, she asked we add "effective" to operation of district. She thought this BP should specify that consultation occurs on administrative procedures that fall within 10 + 1, as well as policy. P. Marcoux: Moved as amended. C. Wells: Second. CJ called to vote. There were no opposed or abstentions.

6. NEW BUSINESS

A. AP/BP 4040 – Library Services – Alice Grigsby. This AP/BP describes and updates library policies and processes. This is the first reading. (pgs. 51-53)

You've seen our policies and procedures; changes are based on AS committee to add references and change wording to accurately describe what we do. I'm available to answer questions. C. Wells: Can we have it in a traditional format, showing corrections? A. Grigsby: Yes, I'll provide it. I'll resubmit the original and revised. CJ: Email me for more requests.

B. College Consultation Groups - Jeffries and Striepe. As recommended in *Making Decisions at El Camino College*, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. This document notes guidelines intended to assist in this process. This is informational only. (pgs. 54 -55)

Left off in interest of time.

7. INFORMATION ITEMS –DISCUSSION

A. Presentation from Dr. Jan Schaeffer – Clinical Psychologist at ECC. (pg. 56)

Jan introduced herself to the room. J. Schaeffer: I'm going to describe our programs, old and new. I've been here three years. There is a student health center on campus. Students can get six free psychotherapy sessions in one academic year. We are all doctoral clinical psychologists, but we are not diverse (all white women). We do what we can do. They can stop in or call. There are also workshops throughout the semester. If you go to our website, you'll see list of workshops offered. I work also at the Special Resource Center with students with disabilities. They have no limit on the number of sessions they can see me. I'm available by email. I get back right away. I'm hosting a brown bag once a month "distressed and distressing" (back of packet). It's informal. We talk about addressing different problems. We put our heads together. It's the 4th Tuesday of the month from 1:00 – 2:00 in the stadium room. I'm co-chair of the AIMS team (behavioral intervention team). In light of school violence that has erupted, we also have a website; note the new incident reporting form. Please report incidences. We'll get these to division offices. We need basic information and I'll call you and gather details. Report incidences. We can't do anything without reporting. It helps us connect the dots, and to do preventative action. Two new programs include Active Minds, an online resource for education and advocacy for students. There are 400 chapters nationwide. I'd like to advise a club here to bring mental health and illness into conversation. The other program is Cognito, an online, virtual reality, depicting a faculty member talking to at risk students and students with other issues. Your account is free through ECC until 2015. View the module on at-risk, LGBTQ, and veterans students. A lot of it is directed common sense. More information is coming out. There is a student version too. C. Wells: The Governor recently addressed student safety and sexual assault. Are you addressing those issues? J. Schaeffer: If we have a report of an incidence. R. Natividad: I've been contacted by Chief Trevis. (The Clery Act is expanded.) Now you have to interview everyone who's associated with a problem. Chief Trevis is the point person. L. Widman: Will you send an email of the workshops? It's helpful. J. Schaeffer: Deborah is planning to send it. A. Ahmadpour: There is an overdose epidemic. Is there a drug program? J. Schaeffer: A workshop is offered on this. Students don't know about alcohol poisoning and drugs associated sexual assault. A. Ahmadpour: Can we have one flyer to give them? Or put it in the schedule of classes? J. Schaeffer: That's why there is a flyer. CJ: We appreciate you coming and bringing this forward. So many issues these days: "yes means yes," etc.

8. FUTURE AGENDA ITEMS

A. Articulation and CIDs – Lori Suekawa

B. Active Enrollment Reports – Espe Nieto

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 1:51 p.m.

SD/ECCFall14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 29, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Erika Solorzano, Claudia Striepe, Nina Velasquez.

1. Accreditation Team Visit
 - a. Our Accreditation Team visit is October 6-9, 2014.
 - b. The ECC open campus meetings will be held in the Distance Education Conference room on October 7th from 1-2 p.m. and October 8th from 5-6p.m.
 - c. The exit meeting will be on October 9th from 1-2 p.m. in the Haag Rectal Hall.
 - d. The Compton Center open meeting is October 8th from 1-2 p.m. in the Student Lounge.
 - e. Jeanie will be coordinating additional meetings that the visiting team members request.
2. Ann Garten: The next issue of the President's Newsletter will highlight the visiting Accreditation Team Members.
3. Francisco Arce: The faculty identification process begins next week.
4. Linda Beam: There are a lot of retirement notifications coming in. Linda will contact payroll for an update on retroactive check disbursements.
5. Rafeed Kahn: The Student Senate will meet October 2nd. One item for discussion is to determine how they can go more digital. The Sustainability Committee is meeting next week.
6. Irene Graff: The 2014 El Camino College and Compton Center Survey of Student Engagement reports are posted on our website.
7. Erika Solorzano: There was a police incident last Friday involving a former student.
8. Estina Pratt: The Compton Center continues to work on the Accreditation eligibility process. Several faculty members participated in a conference on student success at Cerritos College. The faculty is working diligently for the cause of student success.
9. Claudia Striepe: The Senate Executive Committee will meet with the Vice President's on Wednesday regarding the Adjunct Giving Campaign. Janet Schaeffer will attend the next Academic Senate meeting.
10. Jo Ann Higdon: ITS is working on the change out of the remaining XP systems. BP 3570 (Smoke & Tobacco Free Campus) will be brought back to College Council in approximately two weeks. The ECCD Audit Report draft should be available by December 2014.
11. Luukia Smith: ECCE is trying to get more employee involvement. There will be more social activities planned. A pancake breakfast is scheduled for next week. Luukia reported that she has been ECCE President for 14 years.

12. Susan Pickens: The College Council evaluation will close tomorrow at 4:30 p.m.
13. Thomas Fallo: President Fallo visited the Counseling office last week and was very impressed. The general mood in the Counseling Division and Student Services Building was very positive and very student centered. President Fallo also visited two classrooms in the Humanities building and the STEM Center. There was a lot of student interaction in the classrooms and at the STEM center.

Agenda – October 6, 2014:

1. Minutes
2. Accreditation Team Visit - update
3. College Council Evaluation Results
4. AP 3050 Institutional Code of Ethics
5. Accreditation Standards - Required Board Policies and Administrative Procedures listing.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 6, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, Lynn Lindberg, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Erika Solorzano, Claudia Striepe.

1. Accreditation Team Visit: There is a reception today from 2:30 – 3:30 p.m. College Council will meet with Accreditation team members tomorrow at 11 a.m. in ADM 131.
2. 2014 College Council Evaluation Results were distributed. It was noted that there were 10 out of 13 responses. Also included in the results were 5-year trends (2009-2014). There will be discussions of the results and goal setting in upcoming College Council meetings.
3. AP 3050 (Institutional Code of Ethics) was distributed. It was determined that this should be an Administrative Procedure rather than a Board policy. College Council members are asked to forward the procedure to their constituents for feedback.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 13, 2014

Present: Francisco Arce, Linda Beam, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Claudia Striepe.

1. The ECC and Compton Institutional Effectiveness Outcomes – Strategic Plan 2015-2020 were reviewed and will be on the October Board agenda.
2. The following policies were reviewed:
 - a. BP 1200 (The El Camino College Mission, Vision, Values and Strategic Initiatives) – A statement regarding “fiscal integrity” will be added under section E (Institutional Effectiveness). With this addition this policy is ready for the Board at the October meeting.
 - b. BP 1600 (Full Inclusion of People with Disabilities) – Dipte Patel indicated that there have been some legal changes. She will update the policy.
 - c. BP 2100 (Vacancies on the Board) – Ann Garten is going to check Ed Code and Government Codes.
 - d. BP 2200 (Board Duties & Responsibilities) – OK as is with Susan verifying correct Accreditation Standard reference number.
 - e. BP 2210 (Officers) – Ok as is.
 - f. BP 2220 (Committees of the Board) – Susan will check on reference citation for Citizens’ Bond Oversight Committee.
 - g. BP 2305 (Annual Organizational Meeting) – OK with the correction of two typos.
 - h. BP 2310 (Regular Meetings of the Board) – Ok with the correction of one typo.
 - i. BP 2315 (Closed Session) – OK with the correction in grammar of number 11.
 - j. BP 2320 (Special and Emergency Meetings) – OK as is.
 - k. BP 2330 (Quorum and Voting) – OK as is.
 - l. BP 2510 (Participation in Local Decision Making) – OK as is.
3. Jo Ann distributed the following procedures and asked that Luukia share with her staff and report back with any feedback next week. Jo Ann will also check to see if there are policies to go with these procedures.
 - a. AP 6200 (Budget Preparation) – Jo Ann will add a statement that indicates where the public can view the tentative and final budgets.
 - b. AP 6300 (Fiscal Management)
 - c. AP 6520 (Security for District Personnel and Property)



NOTES – COUNCIL OF DEANS
September 25, 2014

Present: F. Arce, R. Bell, T. Bonacic, C. Fitzsimons, W. Garcia, A. Garten, I. Graff, A. Grigsby, D. Hayden, A. Hernandez, P. Humphreys, C. Jeffries, S. Jones, B. Klier, T. Lew, G. Miranda, R. Murray, R. Natividad, J. Nishime, D. Patel, B. Perez, K. Ragan, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader, J. Sims, C. Subramaniam, C. Striepe, R. Totorp, W. Warren

Other Guests: Jaynie Ishikawa, Linda Beam

I. INFORMATION

A. Notes of 9/11/14: Distributed and reviewed.

B. CEC Update: R. Murray provided an update:

- CEC's goal is to have assessments and beginning probationary faculty evaluations completed by November 2014.
- Brice Harris, Chancellor of the California Community Colleges, will visit CEC on 10/2/14.

C. PBC Update: D. Patel provided an update:

- PBC reviewed the committee purpose statement. The section that references the Comprehensive Master Plan will be revised to reference the Strategic Plan.
- Committee goals were reviewed and upcoming goals were discussed for next year. Suggestions and recommendations should be submitted through your respective representative.
- PBC is in the process of completing annual evaluations for the committee.
- The accreditation team visit was discussed.

A. Academic Senate Update: C. Striepe provided an update:

- Academic Senate passed BP 1200 and the ECC/CEC Institutional Planning policy.
- Stefanie Frith (Journalism) gave Academic Senate a presentation discussing the student newspaper and how it works on the ECC campus.

B. ASO Update: S. Jones provided an update:

- Club Rush was a success and many students signed up for open positions.
- ASO will establish office hours specifically for student concerns.
- A majority of ASO representatives prefer that the "W" deadline remain at its current date instead of moving it earlier. Recommendation to schedule an information session with ASO to better inform them of the reasoning for moving the "W" deadline ahead.

II. DISCUSSION/ACTION

A. Faculty Evaluation Forms: L. Beam provided an update:

- As a result of negotiations, and to be in compliance with accreditation standards, new evaluations forms were created.

- The primary changes are the inclusion of the service areas and student learning outcome areas.
- The new forms include the concept of participation in Program Review and SLOs. They also show that the college actively includes these concepts in the evaluation process.
- Non-instructional, deans/supervisor and faculty self-evaluation forms have also been updated to include SLOs.
- The new forms are now on the HR portal and should be used beginning with the current semester.
- The full contract has also been updated and will be on the HR portal by early next week.
- ITS typically sends a letter to each division informing them of evaluations. Myron Gooch and Sheryl Kimball assist in processing the student surveys for faculty evaluations. The current process can be changed to a more efficient and accurate one, but there will need to be acceptance by all the users.

- A. Educational Master Plan: The new Strategic Plan is almost complete and will proceed to the Board for approval; it will be published as BP 1200. The plan contains mission, vision, values, strategic initiatives, and measurable objectives. The new Strategic Plan is the foundation of the Educational Master Plan and Annual Planning for the next five years, beginning with 2015-16. The Educational Master Plan looks at future enrollment and how the college can improve in the next five years. There are mandates, like the SSSP Plan and Student Equity Plan, which must be included. The Educational Master Plan serves as the driver for other planning areas like staffing, building and technology and will be completed for the 2015-16 academic year. The goal is to have a draft by fall 2014, and a plan in final form for the Planning Summit on 4/3/15 and Board approved by end of spring 2015. Much of the Educational Master Plan is applicable to Compton, although a separate plan for CEC will be produced.
- B. Student Equity Plan: The Student Equity Plan identifies problems where student equity exists and establishes goals. There are five different success measures: access, course success, basic skills completion, degree and certificate completion, and transfer rates. The Student Equity Plan views equity in those five ways and at certain students groups based on gender, race, disability, economic disadvantage, veterans, etc. The analysis of the data is that there are no disproportionate impact findings on access. Another major finding is that African-American students are underperforming on the remaining four equity indicators. These findings form the basis for the goals and activities set forth in the equity plan. This year, ECC is eligible for roughly \$1 million for activities outlined in the Student Equity Plan that directly affect the disproportionate impacts that have been identified. The Student Equity Plan is due on 1/1/15. It must be submitted every three years with an annual update.
- C. SSSP Plan: The SSSP Plan is due by 10/17/14. The Student Success Advisory Committee has two remaining meetings to review and finalize the plan. \$1.3 million was allocated in addition to what the college already received, which makes for a total of \$2.7 million. The funds can only be used towards assessment, orientation, ed planning, and at-risk students. The SSSP Plan will work in coordination with the Student Equity Plan.
- D. Accreditation Visit: The accreditation team biographies and pictures will be featured in the next ECC President's Newsletter. All are invited to attend the Meet and Greet College

Reception on 10/6/14 at 2:30 p.m. in the East Dining Room. It is an opportunity for the accreditation team to meet the leadership of the college. There will be an ECC Open Campus Meeting on 10/7/14 from 1-2 p.m. in the Distance Ed conference room, and a CEC Open Campus Meeting on 10/8/14 from 1-2 p.m. in the CEC Student Lounge. Students, faculty and staff can meet with the team during the open campus meetings to discuss any issues of concern. A majority of their work will be done on 10/7/14 and 10/8/14. The culmination of the visit will be on 10/9/14 where the team leader will present their findings and recommendations in an Exit Report in which all are invited to attend. The accreditation team has access to Etudes, TracDat and Plan Builder and will review the college's distance ed courses, plans, program review and SLOs. Division websites must be up-to-date.

III.OTHER

A. Announcements:

- Faculty hiring proposals are due on 9/26/14 by 4 p.m. The two supplemental questions are required to be on each full-time faculty job announcement.
- STEM Night will be held on 9/25/14 from 5:30 to 8 p.m. in the STEM Center. It will be a networking opportunity for industry professionals and non-profit organizations. Six students will showcase their projects.
- The library will have an Open House on 10/2/14 and 10/3/14. The library teamed with the Special Resource Center to plan an event highlighting students with disabilities.
- In celebration of Hispanic Heritage Month, there will be food and a dance performance on 9/30/14 from 12:30 – 1:30 p.m. on the library lawn.
- Each year the College Media Association (CMA) makes nominations for student publications. ECC Myriad was nominated in the category of Two-Year Literary Magazine of the Year. In the area of Two-Year Feature, ECC Myriad was one of only three to be nominated. The winners will be announced on 10/9/14.
- F. Arce will retire on 1/30/15.



EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: September 25, 2014

Present: M. Abbani, A. Aguilar, F. Arce, S. Blake, K. Daniel-DiGregorio, W. Garcia, I. Graff, J. Ishikawa, C. Jeffries, S. Kunisaki, G. Miranda, C. Mosqueda, J. Nishime, K. Ragan, D. Reid, I. Reyes, J. Shankweiler, J. Sims

The meeting began at 1:01 p.m.

I. INFORMATION

A. Notes of September 11, 2014: Distributed and reviewed.

II. DISCUSSION/ACTION

A. SSSP Plan Review – J. Nishime/F. Arce

1. The SSSP Plan will receive an additional \$1.3 million in funding which makes for a total of \$2.7 million.
2. A director level position is being created to implement the details of the plan.
3. W. Garcia and J. Nishime will meet with counselors on 10/8/14 to conduct data entry training on how to change student majors through Colleague.
4. F. Arce, J. Nishime, B. Perez and W. Warren will discuss early alert options.
5. Recommendation to add an ITS representative to the Student Success Advisory Committee.
6. C. Mosqueda and K. Ragan will include an intervention plan for probationary students along with a budget.
7. J. Nishime recommendation:
 - a. “Wellness Check” during weeks three through five where faculty invite new students to meet with student ambassadors and discuss the usefulness and importance of checking MyECC, completing ed plans, attending workshops, etc.
 - b. The college can deploy ASO and student ambassadors to discuss what it takes to be a successful student. Students may be more likely to listen and feel comfortable receiving this information from their peers.
 - c. The attention should be focused on new incoming students which would make the task more manageable.
 - d. “Temperature Check” before the drop deadline to follow-up and ensure students are checking their MyECC, completing ed plans, attending workshops, etc.
 - e. Instructors would be provided with rosters showing units completed at ECC along with majors. They can refer students to the ambassador programs by making an in-class announcement or placing it on their syllabus.
 - f. A faculty focus group should be created to discuss this recommendation as it will require faculty engagement.
8. Recommendation to have a student focus group to discuss options regarding the layout of the MyECC portal and whether or not it is student friendly.
9. Recommendation to add a link on the ECC website that leads directly to the MyECC email system. Students may be more likely to check their school email if the process is simplified.
10. Counseling, Advising, and Other Educational Planning Services

- a. Various early alert tools should be explored and a budget should be included in the plan.
11. Policies and Professional Development
 - a. Professional development for counselors and faculty on all tools discussed in the plan should be listed.
 - b. Professional development for faculty regarding intervention of basic skills students should also be included.
12. W. Garcia will provide the funding guidelines of what is/is not permissible in the plan.
13. I. Graff will provide data regarding the amount of level 1 probationary students that become level 2 probationary.
14. Core Services – Orientation
 - a. Only staff/advisors that provide orientation services should be identified.
15. The next Student Success Advisory meeting will review the budget and discuss allocation.
16. Send J. Nishime ideas on possible consequences for students who do not complete their comprehensive ed plan.
17. Forward any changes, corrections, or suggestions for the SSSP Plan to W. Garcia no later than 10/6/14.
18. The following programs should be reviewed by the Student Success Advisory Committee:
 - a. <http://gradesfirst.com/>
 - b. <http://citracksoftware.com/>
 - c. <http://www.ellucian.com/Software/Colleague-Retention-Alert/>

III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on October 9, 2014 at 2:00 p.m. in Library 202.

The meeting adjourned at 1:52 p.m.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
September 23, 2014

CALL TO ORDER

Meeting called to order at 2:32 p.m. by Chair Lipe. Quorum was established.

Members:

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

Absent: F. Arce, S. Bartiromo

Ex-Officio Members:

Present: Q. Chapman, K. Nakao, L. Suekawa

Absent: M. Hall, W. Morris

Guests: D. Berney, S. Ellis, M. Fields, D. Hayden, T. Lew, S. Rodriguez, P. Sorunke

VICE PRESIDENT'S REPORT

F. Arce was unable to attend the meeting.

APPROVAL OF MINUTES

The minutes from the September 9 meeting were sent via email and approved by the committee.

CURRICULUM REVIEW

A. Full Course Review

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

1. Administrative of Justice 11 (AJ 11)
2. Business 28 (BUS 28)
3. Dance 183ab (formerly DANC 183abcd)
4. Dance 230B (DANC 230B)
5. Dance 287ab (formerly DANC 287abcd)
6. Dance 289ab (formerly DANC 289abcd)
7. English 31 (ENGL 31)
8. Music 266abcd (MUSI 266abcd)
9. Music 267abcd (MUSI 267abcd)

B. Standard Review/Consent Agenda

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

1. Administration of Justice 10 (AJ 10)
2. Administration of Justice 103 (AJ 103)
3. Construction Technology 150 (CTEC 150)
4. Construction Technology 160 (CTEC 160)
5. Construction Technology 180 (CTEC 180)
6. Dance 230A (DANC 230A)

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

1. Anthropology 50 (ANTH 50)
2. Astronomy 50 (ASTR 50)
3. Biology 50 (BIOL 50)
4. Child Development 50 (CDEV 50)
5. Chemistry 50 (CHEM 50)
6. Economics 50 (ECON 50)
7. English 26 (ENGL 26)
8. History 50 (HIST 50)
9. Philosophy 50 (PHIL 50)
10. Political Science 50 (POLI 50)
11. Psychology 50 (PSYC 50)
12. Psychology 99abc (PSYC 99abc)
13. Sociology 50 (SOCI 50)

CURRICULUM DISCUSSION

A. Full Course Review Proposals

Industry and Technology Division

Administration of Justice 11 – Intelligence and Security Management

Motion: Moved by V. Nemie, and seconded by A. Carr to approve course proposal for Administration of Justice 11 including the new distance education on-line course.

Vote: Motion carried unanimously

Business Division

Business 28 – Written Business Communications

Motion: Moved by W. Brownlee, and seconded by D. Pahl to approve course proposal for Business 28

Vote: Motion carried unanimously

Fine Arts Division

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

1. Dance 287ab – Concert Dance Ensemble (formerly Dance 287abcd)

Edit section I *Course Length*: This course is being proposed as a 9 week course. Consider offering the course as full term.

Action: Q. Chapman will determine if the course should be offered as a 9 week course or full term.

2. Music 266abcd – Studio Jazz Band (formerly Big Band Jazz)

Edit section VI *Work Outside of Class*: Delete entries "required reading" and "problem solving activities."

3. Music 267abcd – Concert Jazz Band (formerly Jazz Band)
Edit section VI *Work Outside of Class*: Delete entries "required reading" and "problem solving activities."

Motion: Moved by E. French-Preston, and seconded by V. Nemie to approve course proposals initiated by the Fine Arts Division for Dance 183ab, 230B, 287ab, and 289ab; Music 266abcd and 267abcd

Vote: Motion carried unanimously

Humanities Division

English 31 – Mythology and Folklore

Motion: Moved by A. Carr, and seconded by E. French-Preston to approve course proposal for English 31

Vote: Motion carried unanimously

Natural Sciences Division

Physics 1A – Mechanics of Solids

This course was tabled and returned to course proposer for major changes.

B. Standard Review/Consent Agenda Proposals

Industry and Technology Division

Automotive Technology 1 – Introduction to Automotive Service

This course was tabled and returned to course proposer for major changes.

Motion: Moved by W. Brownlee, and seconded by A. Carr to approve six course proposals under standard review

Vote: Motion carried unanimously

Motion: Moved by V. Nemie, and seconded by B. Flamenno to approve thirteen course inactivation proposals under standard review

Vote: Motion carried unanimously

HIGH SCHOOL/REGIONAL OCCUPATION CENTER (ROC) ARTICULATION AGREEMENTS

L. Suekawa gave an overview of the ROC articulation agreement procedure. A new form is being adopted for documentation purposes in renewing CTE courses taught at high schools.

Motion: Moved by D. Pahl, and seconded by W. Brownlee to adopt new form

Vote: Motion carried unanimously

CHAIR'S REPORT

Chair Lipe presented the finalized copy of the *Division Curriculum Committee (DCC) Technical Review Worksheet*. The committee was advised of Senate Bill 850 pilot community college baccalaureate degree program.

Action: Q. Chapman – Revise the first paragraph of the course review checklist in the *Division Curriculum Committee Technical Review Worksheet*.

Action: Chair Lipe – Provide the committee with a copy of Senate Bill 850.

ADVISORY REPORT:

Q. Chapman reminded the committee to review the Fall 2014 Curriculum Review Timeline for a list of division proposals that must be DCC approved and submitted in CurricUNET by Friday, October 3.

ADJOURNMENT:

Chair Lipe called a motion to adjourn the meeting. T. Bui moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 3:42 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
September 23, 2014
Approved Curriculum Changes for 2015-2016**

BEHAVIORAL AND SOCIAL SCIENCES

INACTIVATE COURSES

1. Anthropology 50 – Special Topics in Anthropology
2. Child Development 50 – Special Topics in Child Development
3. Economics 50 – Special Topics in Economics
4. History 50 – Special Topics in History
5. Philosophy 50 – Special Topics in Philosophy
6. Political Science 50 – Special Topic in Political Science
7. Psychology 50 – Special Topics in Psychology
8. Psychology 99abc – Independent Study
9. Sociology 50 – Special Topics in Sociology

BUSINESS

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Business 28 – Written Business Communications

FINE ARTS

COURSE REVIEW; CHANGE IN COURSE NUMBER

Current Status/Proposed Changes

1. Dance ~~287abc~~ 287ab – Concert Dance Ensemble

Recommendation

Dance 287ab – Concert Dance Ensemble

Current Status/Proposed Changes

2. Dance ~~289abc~~ 289ab – Advanced Dance Theatre

CCC Minutes 9/23/2014

Recommendation

Dance 289ab – Advanced Dance Theatre

COURSE REVIEW; CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. Dance 230A – Intermediate Modern Dance Technique II A

Recommendation

Dance 230A – Intermediate Modern Dance A

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

Current Status/Proposed Changes

1. Dance 230B – Intermediate Modern Dance Technique II B

Prerequisite: Dance 230A with a minimum grade of C

Recommended Preparation: English A

Recommendation

Dance 230B – Intermediate Modern Dance B

Prerequisite: Dance 230A with a minimum grade of C

Recommended Preparation: English A

COURSE REVIEW; CHANGES IN COURSE NUMBER, CATALOG DESCRIPTION, LAB HOURS

Current Status/Proposed Changes

1. Dance ~~183ab~~ 183ab – Dance Workshop Ensemble
Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

This course is an introduction to dance performance of works in progress. Students will participate in one or more formal or informal performances as dancers, choreographers, or crew.

Recommendation

Dance 183ab – Dance Workshop Ensemble

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

This course is an introduction to dance performance of works in progress. Students will participate in one or more formal or informal performances as dancers.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, UNITS, LECTURE/LAB HOURS, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Music 266abcd – ~~Big Band Jazz~~ Studio Jazz Band

Units: ~~1.5~~ 1.0 Lecture hours: ~~3~~ 0 Lab hours: ~~0~~ 4 hours per week to be arranged

Enrollment Limitation: ~~audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument)~~ audition

This intermediate ensemble rehearses and performs commercial big band music from the swing era. The literature includes works by composers such as Ellington, Basie, and Kenton, as well as opportunities for vocal jazz soloists. Emphasis is placed on section development, extended solos, and improvisation. Performances are held on campus and in the community.

Recommendation

Music 266abcd – Studio Jazz Band

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

Enrollment Limitation: audition

This intermediate ensemble rehearses and performs commercial big band music from the swing era. The literature includes works by composers such as Ellington, Basie, and Kenton, as well as opportunities for vocal jazz soloists. Emphasis is placed on

section development, extended solos, and improvisation. Performances are held on campus and in the community.

Current Status/Proposed Changes

2. Music 267abcd – Concert Jazz Band

Units: ~~4.5~~ 1.0 Lecture hours: ~~3~~ 0 Lab hours: ~~0~~ 4 hours per week to be arranged

Enrollment Limitation: ~~audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument)~~ audition

This advanced ensemble rehearses and performs a variety of music from the swing era to contemporary jazz written for the large standard jazz band instrumentation. Emphasis is placed on section development, improvisation, extended solos, and literature that is original and of increasing difficulty. Performances include campus concerts, as well as at local schools and in jazz festivals.

Recommendation

Music 267abcd – Concert Jazz Band

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

Enrollment Limitation: audition

This advanced ensemble rehearses and performs a variety of music from the swing era to contemporary jazz written for the large standard jazz band instrumentation. Emphasis is placed on section development, improvisation, extended solos, and literature that is original and of increasing difficulty. Performances include campus concerts, as well as at local schools and in jazz festivals.

HUMANITIES

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

1. English 31 – Mythology and Folklore

Current Status/Proposed Changes

~~Recommended Preparation: eligibility for English 1A~~

Prerequisite: eligibility for English 1A

This course is a survey of Babylonian, Egyptian, Hebrew, Greek, Hispanic, Germanic, Indian, ~~Aboriginal~~, and other mythologies. Through readings of essays and literature, students explore the similarities and differences of folklore and mythology and identify cultural patterns in the literature.

Recommendation

Prerequisite: eligibility for English 1A

This course is a survey of Babylonian, Egyptian, Hebrew, Greek, Hispanic, Germanic, Indian, and other mythologies. Through readings of essays and literature, students explore the similarities and differences of folklore and mythology and identify cultural patterns in the literature.

INACTIVATE COURSE

1. English 26 – The Literature of Science Fiction

INDUSTRY AND TECHNOLOGY

CTE TWO-YEAR COURSE REVIEW

1. Administration of Justice 103 – Concepts of Criminal Law I
2. Construction Technology 150 – Contract Estimating
3. Construction Technology 160 – Business and Legal Aspects of Contracting
4. Construction Technology 180 – Residential Plumbing

CTE TWO-YEAR COURSE REVIEW; CHANGE IN TRANSFER STATUS

1. Administration of Justice 10 – Introduction to Homeland Security
Current Status/Proposed Changes
CSU Transfer

Recommendation

CSU Transfer

CTE TWO-YEAR COURSE REVIEW; CHANGES IN TRANSFER STATUS, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Administration of Justice 11 – Intelligence and Security Management

Current Status/Proposed Changes

CSU Transfer

Recommended Preparation: Administration of Justice 10 and English A

Recommendation

CSU Transfer

Recommended Preparation: Administration of Justice 10 and English A

NEW DISTANCE EDUCATION COURSES

1. Administration of Justice 10 – Introduction to Homeland Security
2. Administration of Justice 11 – Intelligence and Security Management
3. Administration of Justice 103 – Concepts of Criminal Law I

NATURAL SCIENCES

INACTIVATE COURSES

1. Astronomy 50 – Special Topics in Astronomy
2. Biology 50 – Special Topics in Biology
3. Chemistry 50 – Special Topics in Chemistry

Faculty Development Committee Meeting

Minutes for Tuesday, October 14, 2014, 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/Compton Center
Rose Ann Cerofeci (excused)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen (excused)	(BH)	Humanities
Donna Manno (present)	(DM)	Professional Development
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (excused)	(MS)	Natural Sciences
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(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 2014 Meetings: September 9 & 23, October 14 & 28, November 25, December 9 (if needed).

AGENDA

1. Brief Updates on Ongoing Projects:

- a. Faculty Book Club: (SO) reported that 14 faculty participated in a lively discussion of this semester's book, Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education by Kathleen Gabriel. The FBC is coordinated by (SO) and Sue Ellen Warren. The text provided a number of practical suggestions and ideas, including strategies for the first week of classes. A youtube video, "I'm worried about my grade" was discussed as an effective resource for encouraging students to take a proactive approach to their academic work. (DM) suggested a Fall Flex Day panel in which FBC participants share some of what they've learned and how they've implemented new ideas as a result of their involvement in FBC. The team heartily endorsed the idea.
- b. Outstanding Adjunct Faculty Award: (KDD) reported that 43 donors contributed a total of \$2415 to fund the award for \$400/year. She has found there is strong support for making further appeals so the award will be fully funded for at least \$500/year and, possibly, \$1,000/year which was the original goal. An appeal will be made in mid-December, following the presentation of this year's award which occurs in early December. It is timed to coincide when faculty are seeking opportunities to make charitable donations at the close of the tax year. At the conclusion of the December appeal, the team will assess whether to make an appeal spring semester.

Team members were asked to post flyers for this year's award in their area and to encourage colleagues to nominate a deserving adjunct colleague. One nomination has been received. Encouraging nominations: Received 1 nomination. Please post on office door, bathroom. Talk up at meetings.

The approximate timeline for the award is as follows: 10/17 nomination deadline, nominees must submit additional materials by 10/31, the selection committee will meet approximately one week later, the recipient will be recognized at the 12/4 Academic Senate meeting.

(KDD) noted that Brian Hayden has been invaluable in all of the award initiatives as he has helped develop marketing materials and revamped the application materials so they are managed electronically, making the process much more user-friendly for the person overseeing the process and the selection committee.

- c. Academic Rank: The team was congratulated and thanked for their tireless efforts in revising academic rank, which was passed at the most recent Academic Senate meeting. (KDD) will follow up with Martha Lopez in Human Resources and Quajuana Chapman in the VPAA's office, who oversees catalog updates. In addition, she will provide Dr. Arce with information which can be passed along to the deans. Updates to academic rank commence in the division offices.
- d. Getting the Job, Part 1: The Application: The event has been scheduled for Friday, December 5th 12:30-2, plus a Roundtable from 2-3 in which attendees can get input and advice regarding their applications and cover letters. Confirmed speakers include Dean R. Natividad and Math Professor S. Bickford.

2. Fall Professional Development/Flex Day

- a. Evaluations: From the session evaluations, a number of workshops were highlighted to be repeated, including "AB540 Students – Become a Faculty Advocate and Ally for Undocumented Students," which (FB) reported provided a number of practical strategies, "Active Shooter Training," "I am the Master of My Fate," and "To Capture or Master? That is the Question!" The team suggested the active shooter workshop be expanded to include more practical suggestions for faculty and to focus on campus safety more broadly. For example the workshop might be entitled, "Keep Yourself and Your Students Safe," or "Emergency Response: What Would You Do If...?" (EU) noted the need to address sexual assaults and sexual harassment. The team suggested that a campus-wide lockdown drill should be coordinated for the campus community and that this drill and the earthquake drill should alternate with each other every other year.

The team briefly discussed possible topics for spring flex day. In response to calls during the Fall Flex Day brainstorming sessions for more information about student supports and resources, there is a strong interest in featuring a handful of representatives from services which are relevant to both the ECC and CEC campuses. Suggestions included Campus Police, the Special Resource Center, and Student Health

- b. Spotlight on Great Ideas: The first of six newsletters was published in September and was well-received for providing practical ideas and suggestions and highlighting the innovations being developed by ECC and Compton faculty. (DM) reported that Dr. Darla Cooper, lead researcher for the Student Support (Re)defined research enquired about follow-up from her January Spring Flex presentation. (DM) was pleased to be able to report a number of initiatives including the themed Fall Flex Day program and the newsletter, "Spotlight on Great Ideas." Dr. Cooper was so impressed by the "Spotlight" publication that she plans to feature it on the research website.
- c. Brainstorm Results: Key Themes: (KDD) reported that the results were compiled and shared with the SSSP Coordinator, Dean William Garcia. As indicated on a comparison chart, many of the ideas from the brainstorming sessions are already incorporated into the plan. Recommendations were made to add some of the initiatives not currently included. Dean Garcia expressed support for the ideas and indicated that there will be a number of opportunities for the plan to evolve over the next year. (KDD) noted that the FDC has demonstrated good stewardship of the ideas and suggestions provided by our colleagues at the Fall Flex Day.
- d. Ideas for sharing classroom strategies: One of the goals of the SSSP Plan and a theme from the brainstorming is to provide faculty with information about campus supports and resources, along with ideas for how to incorporate their use into their classes. The team expressed support for a two-pronged approach: a listserve email with information and electronic links as well as hard copies of the new SSTARS brochure. The team was very impressed by the professionalism of the new brochure. (KDD) has been in contact with the SSTARS co-chairs to discuss opportunities for collaboration.
- e. Other: The goal-setting activity from Fall Flex Day will be returned to faculty this week and faculty will be asked to consider reporting their progress toward their goals. (KDD) and (DM) will attend a 3csn event for professional development coordinators on Halloween. The focus is on changes occurring as a result of the Student Success Act. They will report to the team what they learn.

Key Themes from Brainstorming Session

Fall Flex Day 2014

Topic:

“What campus-wide strategies could we be using to help students develop the Six Success Factors?”

(Six Success Factors: directed, focused, engaged, nurtured, connected, valued)

Key themes among the comments included building connections to resources, building community, celebrating success and classroom strategies. Suggestions in **bold** emerged from multiple break-out sessions.

1. Build Connections to Resources

Raise awareness

- **Market resources, more promotion of Student Success programs (3)**
- Services “cheat sheet” for faculty (or orientation), also on website
- Consistent in-service (faculty) training student services
- Have a “passport to academics” where student find out about campus services/programs
- Phone directory with name, number, job titles and services
- Open door policy (with edible incentives)
- Create easy way for students to get info; text and email
- Capture what we do on video/post online

Orientation

- **Require students to attend orientation with breakout sessions of important student support programs, centers and library information (3)**
- Three-hour event where students connect with a counselor and with other students
- Program-specific orientation
- Require a campus tour

Mentoring

- **Mentor (1st year or semester in identified major) (2)**
- **Faculty-student mentoring, faculty advisor throughout college (2)**
- **Mandatory peer advisor (2)**
- Student-to-student mentoring (division)
- Have former students come back/speak to incoming classes

Intervention

- **Refer students to resources for student skills, University 101 (mandatory?), expansion of Human Development 8 & 10, CIS-13 (2)**
- **Support for 1st generation college students: celebration/mentor/support group, path to transfer, specific social/academic support (2)**
- Do more than one referral – at least monthly
- Have a follow-up on referrals

- More intrusive interventions
- Expand resources: counseling and support staff, Health Center (extension/summer), SI, learning communities

Educational and Career Planning

- **Visit counselors yearly with their educational plans (2)**
- **Workshops on careers in the major (2)**
- Degree Compass
- Match local donors/business sponsors to projects on campus so students know this is for you – landscaping, buildings, etc.
- Cooperative career education classes
- Speakers bureau: returning alum, counselors from UCs, professionals

Technology

- Make tech work, newer technology
- Information kiosk
- Better smartphone app
- Use social media to facilitate inter-student interaction
- Physical location for IT desk (for students)
- More computer labs
- Campus-wide wi-fi

2. Build Community

Physical Spaces

- **Place for students to congregate and socialize – an indoor café (3)**
- **Areas for students to interact and faculty and staff (with food) (2)**
- Have common areas in each department
- Art work and banners in all buildings
- More opportunities for students to display art (on walls of hallways, classrooms, outdoor sculpture, in bookstore)
- Beautify campus/clean campus
- Campus that's more accessible to students with disabilities

Events

- **Social, cultural and international events throughout the semester (with food) (6)**
- **More campus clubs, encouraging specialized clubs with varying demographics, club for each major (3)**
- More sporting events
- Warrior Wednesday – El Camino brand day
- Fewer barriers to clubs and student leadership

Involve Larger Community

- **Alumni presence (2)**
- Community involvement in recognition of ECC students
- Student planned ECC days to invite the community in

- Advertise ECC classes and programs to visitors using campus for special events (e.g., graduations, weekend events)
- Advisory board presence on campus
- Internships with outside partners

3. Celebrate Success

- Issue certificates in celebratory event by departments with party/BBQ, recognized in front of peers and family
- Email celebrating student athletic success sent to students too – campus ticker acknowledging success
- PR release on student success

4. Classroom Strategies

- **Direct contact (email, public posting, campus-wide use of shells?) prior to semester with welcome and information about being prepared, including materials needed for class (3)**
- **Learn students' names (by creating student roster with picture, goals, majors, etc.) or taking photo of students in their seats for seating chart (3)**
- Refer to office hours as “student access hours” to encourage students to attend
- Require students to meet with a counselor and have an ed plan
- Assign students to come to office hour conference

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 7, 2014

MEMBERS PRESENT

Members

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

Other Attendees: Members: William Garcia, Jackie Sims, Ericka Solarzano, Michael Trevis **Support** – Francisco Arce, Janice Ely, Jeanie Nishime **Guests:** Rick Santos, Leta Stagnaro, Rachel Mayo, G. H. Javaheripour, Angelica Swarez

The meeting was called to order at 4:01 p.m.

Approval of September 18, 2014 Minutes

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

Accreditation Team Visit – J. Nishime

1. Members of the visiting ACCJC accreditation team attended the meeting and introductions were provided. The committee asked various questions about accreditation and planning. The role of the PBC was examined by the accreditation team as well as how college items are presented to the committee for review. It was summarized that various plans, such as, enrollment, technology, staffing, facilities and annual come throughout the year to the PBC where these plans have two viewings with the committee. The first viewing deals with the plan being presented so information is available for the representatives to take back to their constituents for input. A binder with supportive information on the committee meetings is forwarded by the PBC chair to the committee members for further information. The representatives will bring back to the PBC any questions or input they have at the second viewing of the plans where discussions will then be held. If the item discussed is an item which would be forwarded on to the president, a recommendation will be made by the PBC to the president on the information.
2. The annual plans from each unit (division) come to their respective vice presidents where they are prioritized with in-depth discussions and consensus. The PBC reviews the VP area plans to make sure that what has been prioritized meets with the mission and the strategic initiatives of the college. The PBC does not drill down into each request prioritized. The divisions priorities are recognized as being reviewed for need by that area.
3. It was noted the tentative budget and the final budget are two items the PBC provides a recommending move for approval to the president.
4. It was clarified the program plans become unit plans and are done at the division level. Those unit plans are then prioritized and provided to the vice president for consideration in his/her area plan.

5. The budget as a whole is what is presented to the PBC for review. The budget is worked out in advance in terms of what the priorities are and what funds are available. PBC does not do resource allocation or augmentation requests as a normal part of their review. It does review distinct areas for changes or additional needs. It was noted Compton funds are not embedded in the budget. One million dollars of the Compton funds are spent on Compton and three million dollars are added to the budget for augmentation. A criteria used in deciding how the money from Compton is spent is the funds cannot be used for on-going expenses. We have incurred expenses for Compton such as extra staff, stipends, release time, IT support, etc.
6. When the recommendations from the vice presidents unit plans are received by the PBC, the committee reviews the plans using the planning software. On the list of area plan priorities there is a reference to plan where the priority originated from. The committee reviews these and then presents any questions or concerns at the next meeting. After questions are answered, the committee evaluates the information to verify the process. There is no formal vote on area plan prioritize.
7. The Planning and Budgeting Committee statement of purposed is evaluated yearly each fall. An annual PBC evaluation is currently underway and also takes place each fall. Results are brought back to the committee and a three-year trend is reviewed for the committee to review, discuss, and set future goals. The committee also has an annual calendar which lists the various phases the committee addresses throughout the year.
8. It was noted that groups, committees and vice-presidents have brought information during the course of the year to PBC for information or review. The PBC has a good idea about the items presented and how they may affect the overall budget. They are also reasonable with economic conditions and how they align with our mission and our goals.
9. It was verified that new planning model which was recently developed was adopted by this committee and the college. It was noted there are four committees which make their recommendations to the president: the PBC, College Counsel, Calendar Committee and Facilities Steering Committee. There are other committees such as task forces for strategic planning which bring their plans to the PBC for consultation and review. These areas are SSSP, technology, facilities, and staffing.
10. The accreditation team asked how the making decisions document was being utilized in various committees. The question was asked, how do committees play a role in trying to fulfill these established goals. It was clarified that PBC annually evaluates the purpose statement and overall effectiveness. In addition annual goals and training for new members was established in fall 2013. The training is provided by either the chair or the other member of that constituent group.
11. The membership of the PBC is appointed by the different constituency groups. The president appoints the chair and management representatives. The area vice presidents are responsible for appointing the representatives from academic affairs, student and community advancement and administrative services. Each area gets one representative and one alternate. Other people who attend are noted as being support for the committee.

The Statement of Purpose – R. Natividad

1. Under the Statement of Purpose, Strategic Plan was inserted in place of Comprehensive Master Plan.

The Plan Builder – Technology & Equipment – R. Natividad (handout)

1. A handout was distributed on the planning recommendations from the vice presidents for the instructional supplies. This is information for supplies which are eligible for current funding for the 2014/15 year. The funds are instructional block grant money which has a deadline for spending the funds. The committee was encouraged to review the information. The information will also be sent out to the committee in spreadsheet format.

Announcement – R. Natividad

1. The November 6 meeting is listed as tentative. R. Natividad, chair, will be at a conference and may not be able to return by the meeting time. The committee will be notified at least a week in advance of whether or not the meeting will take place.

Adjournment – R. Natividad

1. The meeting adjourned at 4:45 p.m. The next meeting will be **October 16, at 1:00 p.m.**, in Library 202.

RKN/lmo

Draft

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
SEPTEMBER 25, 2014

The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Members Present: Pete Marcoux, Virginia Rapp, Dawn Charman, Dwayne Hayden, Dave Murphy, David Pahl, Soshanna Potter, Daniel Shrader, Michael Wynne

Members Absent: Francis Baylen, Lyn Clemons, Alice Grigsby, Donna Manno, Noreth Men, Sabra Sabio, Margaret Steinberg, Howard Story, Don Treat, Claudio Vilchis, Will Warren

Recorder: Laurie Linka

The Academic Technology Committee meeting was called to order at 12:42 p.m.

Lab conversions in Humanities

V. Rapp informed the committee that the lab conversions were right on track and ongoing. It has been difficult to get computers installed because of overtime issues. Not all the software has been installed – the third party installers have limited access to the classrooms, and there are network issues connecting printer to computer. It was suggested that Dell be brought in; however, ECC will be responsible for any software problems. This is the biggest IT project going on right now. Next up will be the Library, followed by Natural Sciences. There was discussion about Wi-Fi in Humanities, and cost concerns regarding the expectation that digital books will eventually replace textbooks. Some issues spoken about at the last spring meeting (March 25, 2014) regarding campus-wide Wi-Fi were revisited.

It was noted that J. Wagstaff has not been replaced, and there is no interim at this time to fill the position, although J. Higdon has temporarily taken over this responsibility. ECC is using PlanNet, an independent professional services technology consulting firm, to check out campus-wide Wi-Fi. Information from surveys and focus groups will determine ITS's position on wireless issues. The technology committee is working on plan goals and concerns that need to be addressed.

The Accreditation Committee will be on campus the first week in October, looking at technology, specifically online classes. They will need full access to etudes to ensure interaction between faculty and students.

It was noted that the Etudes Course Management System (CMS) will probably not be in use here at El Camino in a couple of years or less. The Chancellor's Office is reviewing a number of CMS products and it is not clear if Etudes is one of the products under consideration. Whatever system the Chancellor's Office sanctions we hope the functionality will be as robust as that of Etudes, and the product will cost less than our current outlay.

Online faculty will have to be re-trained – it now takes longer to be certified to teach online. It is mostly part time faculty teaching online; more work is involved if done properly/correctly. ECC wants to offer more online classes at less cost.

Faculty laptops

Current new hires receive refurbished laptops. These most likely will not be a 'convertible' laptop-to-tablet. Some faculty are having problems with the older, refurbished laptops, which may almost be out of warranty. The hope is to get all the refurbishing completed before Dr. Fallo leaves in February 2016 (his last day on campus will be end of December 2015).

It was announced that there are several other retirement changes:

- F. Arce
- K. Gleason
- H. Cooper
- M. Waller
- D. Manno

ECC will be ordering all touch-screen monitors, which are required for Windows 8. These are standard on campus. Office 365 is still being considered, and prior to J. Wagstaff's departure, ECC was in negotiations for this option. V. Rapp will check with W. Warren regarding the status.

Update on ITS

There was not a representative from ITS present to update the committee.

Other business

D. Shrader inquired whether the Academic Technology Committee was responsible when the Fire Technology Academy encountered Internet issues. The response was that this would be an ITS concern.

There was an inquiry as to the process for upgrading technology. First, it goes through the Academic Technology Committee, who will review and make recommendations, then P. Marcoux will bring up at Academic Senate. It then goes on to the College Technology Committee, and finally to Dr. Arce and Cabinet.

The next meeting of the Academic Technology Committee will be on October 28, 2014 from 12:30 p.m. to 2:00 p.m. in the Alondra Room. Future topics for the next meeting include:

- Do we want to have the Technology Conference? Those held the last two years have been very well attended. D. Manno is leaving at the end of the year – we should now start planning for spring.
- B. Krause from SRC has a voice-to-text program he would like to demo
- ITS update

V. Rapp asked for a volunteer for the College Technology Committee:

- The College Technology Committee meets once a month
- The focus would be on hardware issues
 - Specifically, campus hardware needs as a whole
- D. Charmin will confer with V. Rapp regarding this position

The meeting was adjourned at 1:38 p.m.



Assessment of Learning Committee (ALC)

Monday, September 22, 2014

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

SLO Coordinators: Russell Serr and Karen Whitney

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Bob Klier
Academic Affairs CEC – Chelvi Subramaniam
Dean’s Representative – Jean Shankweiler
Behavioral & Social Sciences – Janet Young
Business – Kurt Hull
Fine Arts –Vince Palacios
Fine Arts Associate Dean – Diane Hayden
Humanities – Argelia Andrade

Industry & Technology – Sue Ellen Warren
Industry & Technology Associate Dean – Daniel Shrader
Mathematical Sciences – Susanne Bucher
Natural Sciences – (Thomas) Jim Noyes
Inst. Research & Planning – Irene Graff & Joshua Rosales
Library/LRU – Claudia Striepe
Student and Community Advancement – Robin Dreizler
Compton Rep – Kendahl Radcliffe

MINUTES

I. Call to Order

Meeting was called to order at 2:35 p.m.

II. Introduction of New ALC Representatives and Facilitators for Fall 2014

- A. Humanities: Argelia Andrade will be replacing Stephanie Merz.
- B. Health Sciences & Athletics: Corey Stanbury (will not be able to attend some meetings but will act as Facilitator for the division).
- C. Industry & Technology: Renee Newell will be replacing Pati Fairchild.
- D. Behavior & Social Sciences: Janet Young is back as ALC; Eduardo is still Facilitator.
- E. Institutional Research: Josh Rosales replacing Carolyn Pineda.

III. Approval of Minutes

Jean S. moved to approve the minutes for the 9/08/2014 ALC meeting and the motion was seconded by Claudia S. Motion was carried.

IV. Reports (Bob Klier)

A. Fall 2014 Alignment Grids

99% of Academic Program Alignment Grids are in. We will begin posting them on website starting tomorrow (9/23/2014).

B. Spring/Summer 2014 SLO/PLO Assessment Completion

1. Spring and Summer 2014 SLO/PLO Assessment Reports: As of this morning, 87% of the SLO reports and 81% of the PLO reports have been completed in TracDat. Bob K. has been communicating with division deans and facilitators regarding reports that are incomplete and any “clean-up” items on assessment inputs. We have done approximately 500 assessments in the Spring 2014 semester and 139 assessments were done in Fall 2013.
2. We have begun posting reports on the SLO reports on website. Coordinators want Facilitators to review reports by Friday, 9/26/2014, for any “clean-up” items that need to be done (e.g. action

items listed in “Data and Analysis” instead of the “Actions” section. There is no hard deadline to do this review; rather, it is an ongoing review of assessments entered in TracDat.

3. ACCJC visit will be on October 6 through 9, 2014. As of Friday, September 19th, the ACCJC team has been given “read-only” access to all areas of the ECC TracDat database for their review.

C. Deadlines

1. Fall 2014 Assessments are due February 9, 2015. Russell S. recommended making division due date earlier so as to give each facilitator time to review the TracDat entries.

V. Adjunct Faculty Involvement – How do divisions handle SLO training for adjunct faculty?

- A. Karen W. stated that one of the ALC’s goals for this semester is to talk about best practices with adjunct faculty. Coordinators would like to touch base with deans and associate deans to find out what sort of training materials they have used in the past and what they have done in their individual divisions. She has asked committee members that if they want to take the initiative on this, to e-mail her by Friday, October 10, 2014, what they have done in their respective divisions and provide any information regarding what they do to train their faculty on SLO assessments, so that Karen W. can put something together for discussion at the next ALC meeting.
- B. Karen W. asked the committee members what their thoughts are with regards to creating an Advisory Committee for this or if they just want to discuss this as a whole group. Coordinators want to see if there is any sort of consistency across campus. Committee members agreed this should be done as a group instead of creating a separate Advisory Committee.
 1. Kurt Hull (Business) stated that they leave it to Dean to follow up on the faculty but doesn’t necessarily have a division practice.
 2. Diane H. (Fine Arts) stated that Chris Mello helped put together some documents on “Five Easy Steps to SLOs”, which she will e-mail to Karen W.
 3. Russell thinks that most divisions do their training informally, with no set structure; he thinks we should come up with some type of structure.
 4. Chelvi S. (Compton) stated that what she does is refer faculty to the SLO website’s training materials.
 5. Argelia A. (Humanities) stated that Kevin Degnan conducted a workshop during the college our and many of their adjunct faculty attended; faculty who did not have access to TDat was still able to see what those who have access it and it made them feel included.
 6. SueEllen W. (Industry and Technology) stated that they are given 10 to 15 minutes during their Division meetings to help the other full-time faculty learn the ABCs of SLO assessments so that they can teach it to the part-time faculty they work with. They call it “SLO School” and so far, they have held one meeting and will continue to have meetings to help the various departments in the division. In the first meeting, she showed the video on the SLO website (which was well-received) covered the assessment status (they handed out a list of what still has not been turned in, had a lesson on how to build your SLO and gave the faculty the meeting dates of the upcoming training sessions. At the next meeting, they will do norming sessions similar to what the ALC has done in the past.

VI. ILO Bullets (PowerPoint presentation)

- A. Russell S. received very little feedback on bullets for the ILOs, which he requested at the last meeting, but he did get some. He looked at other colleges and noticed that the number of bullet points for each ILO varied from 2 to 4—there was no set number of bullet points. He thought having at least 2 bullet points for each ILO would help in making that ILO clear.

- B. How do we word the ILO bullets? Do we start with “Students” and then the verb or does the verbiage simply start with the verb? (See examples shown in the PowerPoint slides 2 and 3.) What does the ILO encompass? What’s not clear? How different is the bullet point from the ILO description itself?
- Karen W. suggested starting with a verb
 - Kurt H. suggested to word bullet points by using the key verbs from the main ILO statement; committee agreed this was a good idea
 - Irene G. stated that there are also standards that IR uses in their assessments and we can use those to develop bullet points since they are nationwide; Claudia S. will send these standards to coordinators.
 - Bob K. & Chelvi S. offered to take each ILO statement and taking the general statement and developing the bullet points for each.
 - Kurt H. suggested using an online forum for ALC members to input their suggestions, similar to what the committee used when developing the revised ILO statements; some committee members said this it is possible to create another discussion board for this topic; Russell S. stated that with this small group, it would be better to put something together that is semi-finished to bring back to the committee for discussion would be more effective than the online discussion board.
 - Bob K. suggested he and Chelvi S. take the initial attempt at developing the ILO bullets before starting the discussion board to give everyone in the committee a chance to weigh in and give feedback on the initial bullets; they will bring it back to the committee for discussion. Everyone thought this was a good idea.

VII. Communication ILO – Review of Past Assessment (*Irene Graff*)

Irene G. stated that it was the first assessment that Institutional Research did for this ILO.

- Two types of assessments were administered in classes towards the end of the academic year (end of Spring 2014 semester): a Student Self-Assessment and a Faculty Assessment.
- These assessments were done in courses that were mapped for Communication.
- Selected only those courses that were towards the end of the student’s career.
- Faculty were also asked to assess the students and these results were compared side-by-side to the students’ self-assessments.
- Also administered a “beginning/entering” student assessment and marked the average difference between the “beginning” students and the “ending” students.
- Assessment tool was a composite of topics from existing similar surveys and assessments that exists among other colleges and universities; they selected certain questions they wanted to use for this assessment.
- Results: they found very different assessments between how the faculty assessed the students and how students assessed themselves; students were generally more generous with themselves on all the points within the Communication ILO; and even though one of the concerns that the ALC had was how accurate is an assessment if students giving a “halo” effect over themselves, they did find a distinction between “beginning” and “ending” students and this validated this ILO in some way.
- Russell S. asked how much different was the old Communication ILO from the new Communication ILO; Irene G. stated that it didn’t change much; Karen W. stated the main changes have to do with removing the idea of “comprehension” and the difficulty with the word “diverse” in the statement.
- Karen W. went over the original Communication ILO #3 problems and possibilities for assessment of the new ILOs as well as programs that align with the Communication ILO (pages 4, 5 and 6 of PowerPoint presentation)

VIII. New Communication ILO Assessment

- Irene G. suggested that since we are going into a new cycle of assessment, maybe this semester (Fall 2014) would be the exploratory stage, i.e. explore the alignment and mapping and what output that might produce, since we don't have to do the actual assessment until Spring 2015.
- Karen W.: Would it be problematic if the second ILO assessment is vastly different from the first assessment.
- Diane H.: What kinds of actions might we come up with? If we had some idea of what we might do at an institutional level, it might give us some ideas of how we want to assess it.
- Irene G.: The take-away from the first cycle is that we need the complexity to be able to develop action plans—using a multi-level assessment that is sustainable would give us the most information to make a difference, instead of using standard assessments that are used over and over, but which the ALC recognizes that we cannot do anything with those results.
- Russell S. stated we need to look into creating groups/sub-committees to look into each ILO for possibilities of assessment—looking into some of the SLOs and PLOs that align with those ILOs.
- Bob K. likes Irene's idea of using this semester to explore; we can look at what we have right now with alignments to get a picture; Bob K. reminded the ALC that we currently only have 2 semesters' worth of data in TracDat.; we need to start creating these sub-groups for each ILO.
- Karen W.: Do we have to assess one ILO per year? Now that the pressure is off from the Accreditation Committee, some members think we should just assess one ILO per year.
- Russell S. stated that looking at the alignment grids would be a good starting place.
- Irene G. stated that some student services programs fit well with some of the ILOs and that could be a component to consider—mostly Communication and Community and Personal Development.

IX. Next meeting – October 13, 2014

- ALC Coordinators will do a PLO norming session.
- Preston Reed from Institutional Research will have a presentation on “Sample Size” to the ALC.

X. Adjournment

Meeting was adjourned at 3:44 p.m.

<p>FALL 2014 ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131</p> <p>September 8, 2014 September 22, 2014 October 13, 2014 October 27, 2014 November 24, 2014 December 8, 2014</p>	<p>Facilitator Train-the-Trainer Sessions Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19</p> <p>October 14, 2014 November 25, 2014 December 2, 2014</p>	<p>TracDat 101 Training Library Basement West</p> <p>Thursday, September 25, 2014, 1-2pm Wednesday, October 22, 2014, 3-4pm Friday, November 14, 2014, 1-2pm</p> <p>“Working” Workshop: Entering SLO Assessments into TracDat Library Basement West Friday, December 5, 2014, 1-2pm Wednesday, December 10, 2014, 3-4pm Thursday, December 11, 2014, 1-2pm</p>	<p>Upcoming Deadlines</p> <p>Fall 2014 Assessments - February 9, 2015</p>
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Board Policy 4040 Library Services

It is the policy of El Camino College to maintain library services that are an integral part of the educational program **and will comply with the requirements of the Reader Privacy Act**. The District will provide the means to assure the planned and systematic acquisition and maintenance of library materials **and information resources**, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

~~It is the policy of El Camino College to maintain library services that are an integral part of the educational program.~~

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, ~~coordination~~, and provision of academic resources, **instruction in their effective use**, and other services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all currently enrolled students and campus employees ~~users~~. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, ~~as defined in CCR § 53200~~.

References: Education Code, Section 78100, 53200
Civil Code Section 1798.90
Title V, Section 53200

Replaces Board Policy 6142
El Camino College
Adopted: 12/22/58
Amended: 5/10/65, 5/19/08

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

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

7. Replacements

Missing lost or damaged materials that are paid for will not necessarily be replaced.

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, ~~and~~ 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.

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

May 2008/ ~~Revised March 2013~~ / Revised November 2013

Board Policy 4050

Articulation

The ~~President~~ Superintendent/ President or ~~his/her~~ designee will assure appropriate articulation of the District's ~~baccalaureate level courses and educational~~ programs with ~~four-year universities~~ four-year baccalaureate institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedures also may support articulation with other institutions, including those that are not geographically proximate but ~~that~~ whose partnerships are appropriate and advantageous for partnership with the District.

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

Reference:

Title 5, Section 51022(b); 53200

Education Code section 66720-66744

Replaces Board Policy 6201.

(Renumbered from 4050 to 5045 and renumbered back to 4050)

El Camino College

Adopted: 4/21/03

Amended: 3/15/10

Draft: A. Martinez, 2/11/2014; Dean's council 10/16/14

Administrative Procedures 4050

Articulation

El Camino College ~~follows~~ adheres to the Handbook of California Articulation Policies and Procedures (developed by the California Intersegmental Articulation Council) and the procedures established by the College Curriculum Committee for articulation.

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~~with local high schools and occupational centers. The Curriculum Handbook is housed in the Office of Academic Affairs, division offices and the College website. secondary schools.~~

The articulation officer at the California Community College establishes partnerships with four--year university faculty and staff to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses such that the university has agreed to accept ~~community college courses~~ as being comparable or accepted in lieu of the university courses. The articulation agreements are separated into the following categories:

California State University (CSU) Baccalaureate List

University of California Transfer Course Agreement (TCA)

Private and Independent Agreements

Out of State University Agreements

General Education for Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth

Course to Course Agreements

Lower Division Major Preparation Agreements

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The agreements are valid for a specific academic year. Any changes to the agreement, course curriculum, units, prerequisites, or substantive changes are sent to the articulation officers at the universities, University of California ~~university~~ Office of the President, CSU Chancellor's Office, ASSIST Database, and California Community College articulation officers.

The articulation officer along with instructional faculty and staff facilitate the process of developing articulation agreements with local high schools and occupational centers.

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Draft: A. Martinez, 2/11/2014; Dean's council 10/16/14

Articulated courses, where the faculty in the appropriate discipline have determined courses are comparable to El Camino College courses, may be accepted in lieu of community college courses to satisfy requirements for a certificate or associate degree program. El Camino College follows Board Policy 4235, credit by exam, procedures for the student to receive college credit for the course and for the credit to be denoted on the transcript.

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Reference:

Title 5, Section 51022(b);
Accreditation Standard II.A.6.a;
Education Code section 66720-66744.

March 15, 2010

[Draft: A. Martinez, 2/11/2014; Dean's council 10/16/14](#)

El Camino College Annual Review for Collegial Consultation Committees

As recommended in *Making Decisions at El Camino College*, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. The following guidelines are intended to assist in this process.

Making Decisions at El Camino College is a report that documents the College's decision-making and consultation process. It was developed by members of College Council, ECC's main consultative body, to clarify roles and responsibilities and to detail aspects of the decision-making process. Vital parts of this process are collegial consultation committees which are a main source of input into College initiatives, policies, and procedures. Current consultation committees are Calendar Committee; College Council; Technology Committee; Facilities Steering Committee; and Planning & Budgeting Committee (PBC). The Academic Senate is primarily responsible for academic and professional matters in its purview and is also consulted on issues outside its purview. More information on the scope of this purview is found in the *Making Decisions* document.

Effective Functioning of Consultation Committees

A goal of *Making Decisions* is to ensure that these committees are functioning effectively. This is accomplished through orienting new committee members, aligning actions with committee purpose and College Mission, and conducting annual planning and evaluation.

Annually, chairs of consultation committees should perform the following:

1. Provide an orientation for members
2. Review the committee's purpose statement, purview and goals
3. Conduct a self-evaluation to determine the committee's effectiveness
4. Review the *Making Decisions at El Camino College* document.

1. Provide an orientation for members

When new members join consultation committees, there may be a steep learning curve before they can effectively participate in meeting discussions. This may be especially problematic for student representatives. In response, chairs should ensure the appropriate orientation of new members on the history, scope, and general process of each committee. Particular attention should be paid to common acronyms and other language that may not be commonly known outside of the committee. This may best be accomplished with a meeting between the chair and new members outside of a regular meeting. Or, one member of the committee could be assigned the role of mentor each year. A chair may also elect to have committee members develop materials to streamline the orientation process. Orientations may benefit all members of a committee by reminding members of each committee's purpose and purview.

[An example of contents of an orientation would be good to add in an appendix; or perhaps a template. Appendix A?]

2. Review of Purpose, Purview, and Goals

Regular review of purpose and setting of goals keep a committee in sync with the College as a whole and encourages continuous quality improvement. On at least an annual basis, consultation committees should review their committee purpose for currency in light of changes in College Mission, direction, or processes. Discussion surrounding review of purpose should be recorded in committee minutes. Finally, each committee should set goals it intends to accomplish in the coming year. These goals should be aligned with the College Mission, strategic initiatives, and special circumstances existing at the time. Goal discussion should be recorded in meeting minutes.

[Example goals would helpful. It's possible that our new TracDat system would allow for committees to have their own annual plans with goals/objectives tied to strategic initiatives. This is happening at other colleges. Might involve extra time but could be manageable. Appendix B?]

3. Committee Self-Evaluation

At the end of each year, consultation committees should conduct self-evaluations to determine how effectively they fulfilled their purpose and to what degree annual goals were achieved. Where applicable, feedback may be sought from outside the committee to determine College community understanding of processes related to each committee. Appendix C contains examples of self-evaluation surveys. Committee chairs may contact Institutional Research & Planning for assistance in developing and administering self-evaluations.

4. Review Making Decisions at El Camino College

On an annual basis, consultation committee chairs should host a review of the *Making Decisions* document to enhance member understanding of planning and decision-making processes. This may be done as part of a standard orientation (see above) or in a separate process. This document contains information on the process of collegial consultation; the role of each constituency in the process; and planning and budgeting processes. *Making Decisions* is located on the ECC website and is accessible from the Board of Trustees page and the Planning page. Review and discussion of the document should be recorded in meeting minutes. Sections in need of revision can be forwarded to a member of College Council or Institutional Research & Planning.

Conclusion

It is our hope that carrying out the recommendations of *Making Decisions* will improve the functioning of collegial consultation committees as committee members will clearly understand their charge; will work for agreed-upon goals that are linked to the College Mission and initiatives; and will work to improve the effectiveness of their committee. Carrying out these recommendations will also support an improved consultation system across the College as committee processes and roles are clarified and all campus constituency voices are heard during decision-making.

Purpose

The governing board, faculty and staff of El Camino Community College District (ECCCD) strive to demonstrate the highest standards of personal integrity, truthfulness, and honesty; and to inspire public confidence and trust in the College.

ECCCD's pursuit of teaching and public service requires a shared commitment to the core values of the College as well as a commitment to ethical conduct in all of its activities. The Institutional Code of Ethics is a statement of our belief in the ethical, legal, and professional obligations in all of our dealings both inside and outside the College.

This policy is meant as an overview of acceptable ethical standards. Specific responsibilities are addressed in Board Policies 2510, 2710, 2715, 2716, 3300, 3300, 3310, 3400, 3410, 3420, 3430, 3820, 5xxx, 7100, 7310, 7370, and 7700, and their respective Administrative Procedures.

Applicability

Administrative Procedure applies to all Members of the College community, including faculty and other academic personnel, staff, students, volunteers, contractors, agents and others associated with the College. Organizationally, the Standards apply to the El Camino and Compton Center campuses and each of their Divisions, the El Camino College Foundation, alumni associations, and support groups.

Members of the College community

Members are expected to conduct themselves with honesty, objectivity, and integrity in all dealings pertaining to the College, and are expected to exercise responsibility appropriate to their position and delegated authorities. Individuals are responsible to each other, the College, and the College's stakeholders.

Educators, Managers & Supervisors

The College exists to serve students. Accordingly, educators must adhere to the highest ethical standards by providing and protecting student access to education resources, protecting individual freedom and independent decision-making, and inviting students to participate in the established shared governance process.

Educators, managers, and supervisors are entrusted with the opportunities and obligations to model ethical standards, ensure their students and subordinates are informed of and comply with College policies and procedures, and take prompt and necessary corrective and/or disciplinary action for violations of the College's Code of Ethics.

Responsibilities

Respect for Others

In accordance with Board Policies and Administrative Procedures 3410, 3420, and 3430, ECCCD is committed to the principle of treating each community member with respect and dignity. The College prohibits discrimination and harassment and provides equal opportunities for all community members and applicants regardless of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.

Furthermore, in accordance with Board Policies and Administrative Procedures 3500, 3515, 3530, 3540, and 3550, the College is committed to creating a safe and drug free workplace.

Compliance with Applicable Laws and Regulations

California public community colleges are subject to federal and state law, including California Code of Regulations, Title 5, Division 6. There are additional legal requirements unique to higher education, including those contained in 20 US Code §1681. Members are expected to become familiar with the laws and regulations relevant to their areas of responsibility. Many but not all legal requirements are embodied in ECCCD's Board Policies. Implicit throughout the College's policies is the prohibition of any unlawful activity.

Compliance with ECCCD Board Policies & Administrative Procedures

The Board Policies and Administrative Procedures are designed to inform our everyday responsibilities, to set minimum standards, and to give ECCCD community members notice of expectations. Members of the College community are expected to perform business in conformance with these policies and procedures. Accordingly, Members have an obligation to familiarize themselves with and seek clarification regarding any of the policies and procedures that pertain to them. In certain circumstances, Members may also be governed by ethical codes dictated by their specific profession or discipline. ECCCD expects those Members to comply with their applicable professional standards in addition to law and Board Policies.

Conflicts of Interest or Commitment

Employees are expected to treat their jobs as a public trust where authority, resources, and decisions made are in the students' interests. Employees are expected to devote primary professional allegiance to the College and to the mission of serving its students.

Outside employment must not interfere with College duties. Outside professional activities, personal financial interests, or acceptance of benefits from third parties can create actual or perceived conflicts between the College's mission and an individual's private interests. College community members who have certain professional or financial interests are expected to disclose them in compliance with Board Policy 2710. In all matters, Members are expected to take appropriate steps to avoid both conflicts of interest and the appearance of such conflicts.

Confidentiality/Privacy

ECCCD is the custodian of many types of confidential information, including student and personnel records. Individuals who have access to such information are expected to be familiar and to comply with applicable state and federal laws, Board Policy 5040, bargaining unit agreements, and any other directives pertaining to access, use, protection, and disclosure of such information. Computer security and privacy are also subject to law and College policy.

Use of College Resources

College resources may only be used for activities on behalf of the College. They may not be used for private gain or personal purposes except in limited circumstances permitted by existing policy where incidental personal use does not conflict with and is reasonable in relation to College duties (e.g. telephones). Members of the College community are expected to treat College property with care and to adhere to laws, policies, and procedures for the acquisition, use, maintenance, record keeping, and disposal of College property.

Whistleblower Protection

Members of the College community are strongly encouraged to report all known or suspected unlawful activity under Administrative Policy 7700 (Whistleblower Protection). Managers and persons in supervisory roles are required to report allegations presented to them and to report suspected unlawful activity that comes to their attention in the ordinary course of performing their supervisory duties. Reporting parties, including managers and supervisors, will be protected from retaliation for making such a report under Board Policy 7700 (Whistleblower Protection).

Sign-offs (for consultation process only; checklist will be deleted before final approval):

- ECC Institutional Review Board (IRB)
- VP-Student and Community Advancement
- Director, Admissions & Records
- VP-Academic Affairs
- VP-Compton Center

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October 6, 2014
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- VP-HR
- CEO, Compton Center
- Dean, Student Services, Compton Center
- Director, Human Resources, Compton Center
- Academic Senate
- College Council
- Superintendent/President (& Cabinet)
- Board of Trustees

TO: All Employees (El Camino College and Compton Center)
SUBJECT: Research Conducted at El Camino College

El Camino College (ECC) values the importance of supporting educational research. However, we must ensure that the research protects the rights of human subjects, is respectful of participant time, and is of good quality. This research must also align with the College's mission and statement of values. To do this, the College coordinates external research conducted on campus involving our students and employees through a research review process involving the Institutional Research & Planning (IRP) office and a local Institutional Review Board (IRB), which evaluates research requests at both ECC and Compton Center.

Exceptions to this review include College or Center research (e.g., program review, CTE surveys, and institutional research) as well as classroom projects conducted by El Camino College students under the supervision of an ECC or Compton Center instructor.

If you are approached or contacted by a person interested in conducting research with you or your students or staff (such as through surveys or interviews), please first check whether the project is approved by Institutional Research & Planning or the ECC-affiliated IRB. Materials should clearly state "Approved by El Camino College" with valid research authorization dates. If you do not see this approval, please refer the person to Institutional Research & Planning or the webpage below before permitting participation. In addition, it is always the right of all persons to decline to participate in a research study for any reason. Faculty may, but should not feel obligated to, permit class time for approved research activities. The IRB will make every effort to ensure that these activities maximize benefit to society while minimizing impact and risk to participants.

Anyone – employees, students or persons from off campus – who wishes to initiate an external research project involving ECC students, faculty, or staff, must first secure permission from El Camino College. More information and a Request to Conduct Research Form are available on the Institutional Research & Planning website at <http://www.elcamino.edu/administration/ir/irb.asp>.

If you have any questions about this process, please feel free to contact Irene Graff, Director of Research and Planning and Co-Chair of the Institutional Review Board at igraff@elcamino.edu and/or Teresa Palos, Co-Chair of the Institutional Review Board at tpalos@elcamino.edu.

Thank you.
Irene Graff & Teresa Palos
Co-Chairs, Institutional Review Board