



Officers & Executive Committee

Table listing officers and executive committee members including President Christina Gold, Secretary Chris Jeffries, and various Vice Presidents like Michael Odanaka and Mark Lipe.

Main table listing senators by division: Adjunct, Behavior & Social Sciences, Business, Compton Educational Center, Counseling, Fine Arts, Health Sci & Athletics/Nursing, Humanities, Industry & Technology, Learning Resource Unit, Mathematical Sciences, Natural Sciences, Academic Affairs & SCA, Associated Students Org., Division Personnel, Ex-officio positions, and Institutional Research.

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012. \*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



**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** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2013**

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

**SPRING 2014**

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

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

**FALL 2013**

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

**SPRING 2014**

January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room



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<b>D. NEW BUSINESS</b>	<b>B. BP/AP 4021 Program Discontinuance.</b> This BP/AP falls fully in the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved the Deans Council, VP of Academic Affairs, and the Educational Policies Committee. This is the first of two readings.	<b>15-17</b>
<b>E. INFORMATION ITEMS – DISCUSSION</b>	<p><b>A. Student Success Showcase: Adaptive P.E..</b> This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued.</p> <p><b>B. Study Abroad.</b> RP Group study and discussion by Pete Marcoux. The full text of this study appears in the Feb. 4 packet. Only the executive summary is reproduced in this packet.</p>	<b>18-20</b>
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# Academic Senate of El Camino College 2013-2014

February 18, 2014

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

	<b>G. VP – Academic Technology – Pete Marcoux</b> <b>H. VP – Instructional Effectiveness – Karen Whitney</b>	
<b>G. SPECIAL COMMITTEE REPORTS</b>	<b>A. Assessment of Learning Committee and SLOs Update – Karen Whitney</b> <b>B. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime</b>	
<b>H. FUTURE AGENDA ITEMS</b> <b>I. PUBLIC COMMENT</b> <b>J. ADJOURN</b>		



## Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

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

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

# ACADEMIC SENATE ATTENDANCE

4<sup>th</sup>, February 2014

Name: \_\_\_\_\_ Initials \_\_\_\_\_

### Adjunct (1year)

Bonness, Nicholas Sean

Hall, Kathryn

### Behavioral & Social Sciences

Daniel-DiGregorio, Kristie X

Gold, Christina X

Widman, Lance X

Wynne, Michael

Vacant

### Business

Lau, Phillip

Miller, Tim X

Troesch, Josh X

### Counseling

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter X

### Fine Arts

Ahmadphour, Ali X

McMillin, Russell X

Palacios, Vince EXC

Wells, Chris X

Whitney, Karen X

### Health Sciences & Athletics

Baily, Kim

Colunga, Mina

Hazell, Tom

Hicks, Tom

Uphoff, Robert X

### Humanities

Cerofeci, Rose Ann X

Gallagher, Ashley X

Jaffe, Barbara X

Marcoux, Pete X

McLaughlin, Kate X

### Industry & Technology

Durand, Ross X

Fields, Mark X

Gebert, Pat X

Muckey, Tim X

Winfree, Merriel X

Name: \_\_\_\_\_ Initials \_\_\_\_\_

### Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

### Mathematical Sciences

Barajas, Eduardo X

Hamza, Hamza X

Marks, Jachary X

Martinez, Alice X

Sheynshteyn, Arkadiy

### Natural Sciences

DiFiori, Sara X

Jimenez, Miguel

Valle, Anne X

VACANT

VACANT

### Academic Affairs & SCA

Arce, Francisco X

Klier, Bob

Nishime, Jeanie X

### Assoc. Students Org.

Ecklund, Stefan X

### Compton Education Center

French-Preston, Essie

Halligan, Chris

Odanak, Michael X

Pratt, Estina X

VACANT

### Ex-officio Positions

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Evans, Jerome (CEC-VP)

Lipe, Mark (CCC Chair)

### Deans' Reps.; Guests/Other Officers:

Beam, Linda X

Graff, Irene X

MacPherson, Lee X

## ACADEMIC SENATE MINUTES

February 4, 2014

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

Academic Senate President Gold called the first Academic Senate meeting of the Spring 2014 semester to order on February 4, 2014 at 12:34pm. The meeting was held in the Alondra Room.

### Approval of last Minutes:

[See pgs. 6-10 of packet] for minutes of the December 3, 2013 meeting. Being there were no corrections to the minutes, they were accepted as written.

## OFFICER REPORTS

### Academic Senate President's report – Christina Gold (CG)

CG directed us to pages 11-12 of the packet which included a report she emailed to the Board of Trustees for their 12/13/13 meeting that she was unable to attend. The report summarized the major accomplishments of the Senate subcommittees in Fall 13 and provided a quick overview of the major work planned for the Senate in Spring 2014. These include 1) carefully reviewing and discussing the accreditation report and voting on the accreditation administrative procedure; 2) investigating the state of collegial consultation on campus and recommending possible changes to the Board regarding the current collegial consultation board policy and procedure regarding the Senate. In addition to reviewing the ECC "Making Decisions" paper; 3) developing a concrete approach for supporting student success at ECC. The notes from the Student Success Advisory Committee meeting can be found on pages 16-19. The committee is spending a lot of time talking about student services and how to implement the Student Success Act which involves all new students being assessed, orientated, and given an educational plan. Adult education has been a big discussion in College Council and the Council of Deans. Currently there is an overlap with community colleges and K-12 districts, but the state is asking for both to work together. The big question is basic skills (cr/nc classes) and whether to offer them here or through Adult Ed. J. Nishime replied that the governor is asking the community colleges to manage adult ed. We have already received a grant in which we are partnering with four K-12 districts to work on this transition, but ECC is the keeper of the grant to make sure monies are being spent correctly.

A. Martinez asked about an item in the notes of the Council of Deans on page 14 which talked about students not getting notices after they applied regarding their ID numbers and portal log-in information. C. Jeffries also asked about this since counselors were not notified that this had occurred, so they were just telling students to look in their spam folders for that email. C. Jeffries felt that the counselors who are on the front line should have been the first ones notified of the glitch and J. Nishime agreed they should have been told.

C. G handed out an article from the San Francisco Chronicle regarding California community colleges offering bachelor's degrees. SB 850 would create an eight-year pilot program letting some colleges offer one bachelor's degree each in a high-need field. There have been three previous failed bills submitted in the past. College Council wondered if this one would pass and thought it might have more of a chance since it is not just allowing one college to offer the higher degree, but includes the whole system. CG thought the broad feeling in College Council was supportive. Some possible degrees that may be offered could be nursing, paralegal and teacher education. A broader conversation will occur on this subject at a later time. P. Marcoux said that Florida was already doing this.

### VP – Compton Educational Center report – Michael Odanaka (MO)

MO announced that nine new positions would be hired for the fall. The new dean of Student Success was hired and that is Dr. Chelvi Subramaniam. MO talked about how the Compton Center had once again not met the 50% law requirement which has happened now three out of the last four years. The Center's

Senate sent a letter saying they did not agree with granting an exception once again and they hope to meet with the Union and Administration to resolve this issue. The problem is if they are not granted an exception, they would owe the state \$3.5 million! There had been a problem with the Cosmetology Department and them not being able to claim some of their FTES.

MO regrettably announced there may not be a president-elect for the Center's Senate since Jerome Evans could no longer serve. He is hoping though that the by-laws will finally pass.

#### **Curriculum Committee report – Mark Lipe (ML)**

MO pointed out that the minutes of the November 12, 2013 meeting of the College Curriculum Committee can be found on pages 22-27. More detailed minutes can be found on the website. They are still waiting on minutes from the November 26<sup>th</sup> and December 3<sup>rd</sup> meetings. They are still looking for a dean's representative from the Center, but all others on campus are being represented.

#### **VP – Educational Policies – Alice Martinez (AM)**

Three policies and procedures will be looked at today. The Collegial Consultation policy and procedures is coming soon along with taking another look at the "Making Decisions" document and the campus climate survey.

#### **Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)**

The minutes of the January 28, 2014 meeting can be found on pages 30-31. The "Getting the Job" Part II: Faculty Interview Workshop will take place on Friday, February 28, 2014 from 12:30-2pm in the Distance Education Center. So far 29 participants have registered. The FIP program saw 32 new cohorts participate. They all did On-Course training and they focused on the six success factors.

#### **VP- Finance – Lance Widman (LW)**

The December 5, 2013 minutes of the PBC can be found on pages 32-35. The governor has presented his budget and it is now going through the legislative process and getting ready for the May revise. The good news is that the budget is positive for education all the way around. The PBC's emphasis is now on planning and updating the comprehensive plan. Eventually he will be asking for help from the Senate. Irene Graff and IR will play a big part in this update.

#### **VP – Academic Technology – Pete Marcoux (PM)**

Welcome back, Pete! PM announced that the 2<sup>nd</sup> Annual Technology Conference and Vendor Fair will be Friday, February 21, 2014 from 8:30am-2pm and will be held in the East Dining Area of the Bookstore Building. There will be a keynote speaker, a student panel, a faculty showcase, and lunch and vendor presentations along with raffles. Space is limited, so sign up soon. Flex credit is available.

### **SPECIAL COMMITTEE REPORTS**

#### **VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update –Karen Whitney (KW)**

KW announced that they have just completed the timelines and those will be inputted into TracDat soon. There seems to be a misconception regarding the reporting of the assessments. Since we are looking for three SLOs per course, you can access one a year and not necessarily all three every year. We need to reach sustainability. We are still looking at a four-year timeline cycle. PLOs are spread out within the timeframe and this will all go into the Program Review. February 10<sup>th</sup> is the deadline for entering the data from the fall. This Thursday there will be training on how to do the inputting. Training also includes how to do data analysis and access data along with common assessment tools used. The committee will be looking to streamline the process and make it more concise. Info can also be found on the website.



**ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)**

FA gave out a handout from the ACCJC which addressed proposed changes to the current accreditation standards. Fallo wants input from faculty, so please review. The Commission invites comments on these revisions through April 30, 2014. The ACCJC home page has a link to the changes since they really are hard to see what they are.

FA is very pleased with what the SLO coordinators and facilitators have done, but he did remind the faculty that the data must be inputted by February 10<sup>th</sup>. He noted that TracDat really is not that hard to use and again stressed the need to obtain sustainability. He also pointed out that the site visitor's notes were brief, but positive.

Enrollment is up 1/2 %, but still waiting on the census report from yesterday. We are at about 8600 FTES for the spring and we are adding 25 sections for the 2<sup>nd</sup> 8 weeks. He indicated he did get counselors' input for what classes to offer and C. Jeffries also pointed out that they need to look at the times these classes are offered since historically the mid-semester classes all seem to be offered in the same timeslots on Mondays/Wednesday and Tuesdays/Thursdays afternoons. FA is aware of this, but also noted that space is an issue.

We should be hearing from the ACCJC any day now regarding our accreditation status.

JN announced that the self-evaluation report will be posted to the website today. It is currently 350 pages, but it needs to be reduced since it is way too long. We also need to provide more links to evidence. This document was a monumental task and much thanks need to go out to Matt, Holly, and Jean for their work on the report. JN is asking for our feedback.

**Linda Beam – VP of Human Resources – Faculty hiring search update(LB)**

The faculty hiring search has begun for all the new positions. LB gave thanks to C. Wells and G. Fry for going out to the job fair at the Westin this past weekend to promote our positions. We of course will need faculty to serve on these hiring committees. We also need EER reps on the committees, so we will be doing some training for these positions. LB regretted to inform us that an additional position has been added to the search for Director of Respiratory Care with the unfortunate passing of Dr. Luis Sinopoli. She asked we encourage people we know to apply. We will also look at later opening up the part-time faculty pool. It was noted that we are also hiring a new Athletic Director for the fall. C. Wells asked why we do not just have an on-going part-time pool and LB agreed that she would prefer this, but it involves huge volumes of applications and paperwork. We are looking at leaving IGreen and moving to a more friendly application management system such as NeoGov which is used by many public agencies.

**Student Success Showcase: Anthropology Program**

The purpose of this showcase of six programs is to highlight ECC programs that are more particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued. Those six factors can be reviewed on pages 59-60. These successful programs can also serve as resources for other programs that are currently working on their program reviews.

First up was the Anthropology program which was represented at the Senate meeting by Angela Mannen, Marianne Waters, and Rudolfo Otero. Blair Gibson is another full-time faculty member in the department who could not be at the meeting. This exemplary program started off by announcing their 11<sup>th</sup> Annual Anthropology Student Research Symposium. It will be held on April 25, 2014 from 1-3:30pm in the Haag Recital Hall. Students get to engage in anthropological research and get to practice public speaking. They are encouraged by a monetary prize and last year the Club members raised \$1000 for the Symposium. The Anthropology Chats are designed to engage and connect with students. It is an opportunity to expand on topics that they couldn't get as in-depth with in the classroom. It is an informal atmosphere that involves stimulating topics and encourages engaging discussion. The centerpiece of the program is the Anthropology Club which works to engage and connect with students. They take a privately guided tour of the LA Zoo to the primate showing. They explore local culture in such places as

China Town and Olvera Street. They update the museum on campus and add craft items from Dia de Los Muertos. The Club also has many guest speakers each semester. A. Martinez asked if the students can receive extra credit for papers completed at the Symposium and Angela answered yes, in addition they can use papers they may have already submitted for prior Anthropology classes and the monetary prize helps too. All were applauded for their outstanding program which most certainly promotes student success.

## **UNFINISHED BUSINESS**

### **President Nominations**

This item is not on the agenda, so P. Marcoux made a motion and A. Martinez seconded it to amend the agenda. The motion passed unanimously. There is a need to fill the President position of the Academic Senate for the 2014/15 and 2015/16 academic year. The person or persons being nominated would be mentored during this semester. It was noted that the Senate constitution does allow for there to be co-presidents. L. Widman nominated Claudia Striepe and Chris Jeffries to be co-presidents and both accepted the nomination. The next meeting there will be open nominations and then a call for the vote.

### **Administrative Procedure 7160 – Professional Development (pages 62-70)**

This procedure falls partially in the 10+1 purview of the Senate and requires two readings and a vote. This is the third reading. BP 7340 Leaves of Absences is included for information along with the portion of the faculty contract dealing with sabbaticals. This draft has been approved by the ECC VP of Human Resources; the Senate Faculty Development Committee, and the Senate Educational Policies Committee. This is the third reading of this procedure because at the December 3<sup>rd</sup> meeting there was a call to bring back AP 7341 - Sabbaticals which was referenced in AP 7160. After further investigation, it was determined that we no longer have an AP 7341, but we do have BP 7340 – Leaves of Absence in which a reference to sabbaticals is made. L. Bean thought there needed to be a correction to the title of “Educational Master Plan” referenced in the first paragraph to “Strategic Master Plan.” P. Marcoux made a motion to amend it and C. Wells seconded it, but after further discussion it was noted by J. Nishime that she thought it was now called “Comprehensive Master Plan.” It was decided since this title was still going through some changes to just call it “Master Plan.” M. Odanaka wondered what was meant by the word “District” and the answer was it really refers to the Professional Development Committee and specifically Donna Manno’s area. MO asked how the Senate is consulted and the answer was through the Faculty Development Committee. MO stated he was just asking because he wasn’t sure how it was done at the Center and we want faculty to have a more active role in the process. The motion was voted on as amended and passed unanimously.

## **NEW BUSINESS**

### **BP/AP 3200 Accreditation (pages 71-73)**

This BP/AP falls partially within the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Educational Policies Committee and the VP of Student Services and campus Accreditation Liaison Officer. There was an addition to the BP that allowed for the process and standards for the special accreditation for District programs such as Nursing and the Fire Academy. Also the common consultation statement was added at the end and Title 5 references were removed from the text. AP 3201 is a completely new procedure since we did not have one in place before. The procedure emphasizes campus-wide feedback and a length of six months was given to provide ample time for this feedback. It also added a College-Wide Accreditation Team which is more of an on-going team in which members will serve for four years and be on a rotating basis. This is the first reading of the BP and AP. M. Ichinaga asked if we will continue the current co-chair format and J. Nishime said there will always be a dean, faculty member, and Compton Center member on each team. These people will be given reassigned time and stipends during the inner-sessions. M.I also asked why our accreditation is contingent upon Compton’s even though we were told it would not be at the start of the partnership. She wondered if there should be language in the policy or procedure that addressed this. CG stated that the

terms of the relationship changed at the state level and Compton is now viewed as an educational center of ECC and they must morph what we do on the main campus. P. Marcoux explained how Fallo said he would break the partnership if Compton ever affected our accreditation. MO feels though that the ACCJC sees it as not a partnership, but as a center and F. Arce replied saying it was always understood to be an educational center. The procedure has to go with the current arrangement we have with Compton. This will be brought back to the next meeting for a second reading.

We were not able to complete our agenda and CG apologized to T. Lew that we did not get to BP/AP 4021 – Program Discontinuance, but assured him that it would be first at the next meeting.

**ADJOURN**

The meeting adjourned at 2:00pm.  
CJ/ECCSpring14

**BP 3200****Accreditation**

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and the processes and standards for the special accreditation of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditation.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

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

References: Accreditation Standard IV.B.1.i  
Title 5, section 53200

El Camino College  
Adopted: 5/21/01

The El Camino Community College District will undergo an educational quality and institutional effectiveness self-evaluation every six years and host a visit by an accreditation team. The accreditation process is an opportunity for the institution to conduct a thorough review against the Eligibility Requirements, Accreditation Standards, federal requirements, Commission Policies, and the institution's own objectives. The process will include active, campus-wide involvement of managers, faculty, staff, and students, which enables the institution to consider the quality of its programs and services and its institutional effectiveness in supporting student success. Self-evaluations and mandatory midterm and follow-up reports will be submitted to the Accrediting Commission.

The following procedure will apply to the preparation of the comprehensive self-evaluation for the reaffirmation of accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC):

1. The preparation of the self-evaluation report and other supporting documentation will begin no less than two years before the accreditation visit.
2. The Superintendent/President will appoint the Accreditation Liaison Officer (ALO) who is responsible for coordinating all activities in preparation for the accreditation team visit.
3. An Accreditation Steering Committee, led by the ALO, will be created that includes:
  - Self-evaluation co-chairs consisting of a faculty member, an administrator, and a representative from the Compton Center.
  - Standard teams led by faculty and administrative co-leads and composed of administrators, faculty, staff, and student(s) from the College and the Compton Center.
  - The Academic Senate will approve the faculty co-chairs and team leaders.
4. The self-evaluation draft report will be made available to the faculty, staff, administrators and student leaders for review and comment at least six months before it is sent to the Board of Trustees for approval.
5. The self-evaluation report will be made available to the public after approval by the Board of Trustees.
6. Any subsequent midterm, follow-up or special reports required by the ACCJC will be approved by the Board of Trustees prior to submission to the Accrediting Commission.

In addition to the required accreditation process, a College-Wide Accreditation Team will be established as an on-going committee to provide continual evaluation to the College on areas related to accreditation and the ability of the college to meet accreditation standards. The team will be composed of the Accreditation Liaison Officer, past accreditation co-chairs

and standard team leaders, a representative from Institutional Research and Planning, and other interested people.

The duties of the Accreditation Team may include:

1. Review of the ACCJC annual report.
2. Monitor progress of the Strategic Initiative goals and Student Achievement goals.
3. Collect and maintain data and records for the accreditation self-evaluations and midterm reports.
4. Develop a plan or cycle for accreditation tasks.
5. Make recommendations for the selection of Self-Evaluation co-chairs and team leaders and develop a process for team leader selections.
6. Oversee and guide the self-evaluation process.
7. Assist the Accreditation Liaison Officer as needed.

Membership on the College-Wide Accreditation Team will be for four years and be on a rotating basis.

#### **References:**

Accreditation Eligibility Requirement 21;  
Accreditation Standard IV.B.1.i  
*Manual for Institutional Self Evaluation (Sept. 2012 Ed.)*

## **BP 4021**

## **Program Discontinuance**

The purpose of this program discontinuance policy is to provide the Superintendent/President with a recommendation to discontinue any of the college's educational programs, in accordance with Title 5, Section 51022. The process through which the recommendation is developed will be determined by a joint task force of faculty and administrators that will establish the criteria and guidelines that will be applied to assessing the educational program. The task force, in its process of evaluation, will consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

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

### References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

**Purpose of Administrative Procedure 4021**

This administrative procedure provides general principles and guidelines for the process of determining whether or not the college should discontinue an educational program.

**Definition of an Educational Program**

An educational program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

**Process for Discontinuance**

Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees). Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee. The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. If the program being considered is offered at the Compton Educational Center, an administrator designated by the Compton Center Vice President and a Compton Center faculty member appointed by the President of the CCCD Academic Senate shall be invited to serve on the committee as well. The deans and faculty members serving on the task force should not be affiliated with the program under review.

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

The task force may further determine the need for a program based on factors such as the following:



- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or ECC advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

### **Recommendation to Discontinue**

A recommendation to discontinue a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards the goals and objectives established for it. The recommendation will be presented in a report that explains the decision and provides the relevant data.

The task force will forward its report to the Superintendent/President, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

References:

Educational Code 78016

Title 5, Sections 51022, 55000, 55130

# **Study Abroad Impact Technical Report**

December 2013

Prepared for

Gary Rhodes, Ph.D., Director  
Center for Global Education at UCLA

Rosalind Latiner Raby, Ph.D.  
Director, California Colleges for International Education

By

The Research and Planning Group for California Community Colleges  
Terrence Willett, Senior Researcher  
Nathan Pellegrin, Senior Researcher  
Darla Cooper, Director of Research and Evaluation

December 21, 2013

# Study Abroad Impact Study Technical Report

## Executive Summary

- A set of 476,708 first-time California community college students was studied to determine differences in key outcomes between study abroad and non-study abroad students.
- Poisson and linear regressions were used to control for differences in background variables between study abroad and non-study abroad students.
- Regression-adjusted outcomes (as well as non-adjusted) between study abroad and non-study abroad students showed study abroad students had higher outcomes on:
  - One-year retention
  - Two-year retention
  - Transfer English completion
  - Transfer math completion
  - Mean transferable units completed
  - Transferable GPA
  - Degree and certificate completion
  - Transfer rates
- The pattern of study abroad students having higher outcomes also held for Hispanic students.

## **Introduction**

Study abroad courses are offered at many colleges to provide students the opportunity to engage with other countries and cultures. A study abroad course is defined in this research as any course that meets primarily outside of the United States of America. At California community colleges, such courses can range in length from a few weeks to an entire semester and be offered in summer or winter intersessions or primary terms. In addition, these courses may be offered as a combination of two or more courses taken concurrently. The goal of study abroad is not only to teach subject-matter, but to use specific curricula that optimize out-of-class experiences to connect students, faculty, and local communities to people, cultures, and contexts beyond local borders (Raby, 2008). Since the mid-1990s, each year about 3,500 California community college students participate in a California Colleges for International Education (CCIE) study abroad program. While study abroad courses are intended to enrich and broaden students from an international perspective, previous studies suggest there may be a positive effect on student outcomes (Indiana University, 2009; Sutton & Rubin, 2010; St. Mary's College, 2011; see also <http://globaledresearch.com/study-abroad-impact.asp>). This research described in this report compared academic outcomes of study abroad to non-study abroad students using regression analyses to attempt to control for differences in students' background variables. The intent was to examine if there was any evidence of study abroad programs being associated with increased academic achievement. In addition, Hispanic students were analyzed to see if any detected associations also held for this group, which is a large proportion of students in California and have historically shown achievement gaps when compared with White and Asian students.

## **Methods**

The initial pool of 14,216 study abroad students was from 2,742 study abroad sections at 16 California community college districts representing 29 colleges from 2001 through 2012. Note that at California community colleges, an instance of a course can consist of more than one section number for administrative purposes. For example, a course may have a lab component that divides students into separate labs within the same course



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February 7, 2014

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

Dear President Fallo:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 7-10, 2014, reviewed the Follow-Up Report submitted by El Camino College and the report of the evaluation team that visited November 14, 2013. The Commission took action to **remove Warning**.

El Camino College has provided evidence, and the team verified, that it has addressed College Recommendation 2 and now meets the associated Standards. The College has achieved the level of Proficiency as required in the Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes and now meets Standards II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; and II.A.7.

The Follow-Up Report submitted in October 2013 will become part of the accreditation history of the College. I have previously sent you a copy of the evaluation team Follow-Up Visit Report. Additional copies may now be duplicated. The Commission requires that you give the reports and this letter appropriate dissemination to your College staff and to those who were signatories of your College Follow-Up Report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Visit Report, please contact Commission staff.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. El Camino College must demonstrate to the Commission at the time of the next regularly scheduled visit that the recent changes implemented to resolve deficiencies and meet Standards have been sustained. El Camino College is scheduled to submit its Institutional Self Evaluation Report in the **fall 2014**.

Dr. Thomas Fallo, President  
El Camino College  
February 7, 2014

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

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.  
President

BAB/tl

**RECEIVED**

**DEC 18 2013**

*Accrediting Commission for  
Community and Junior Colleges*

**EL CAMINO COLLEGE**

**2014 JAN -3 AM 8:48**

**OFFICE OF THE  
PRESIDENT**

**FOLLOW-UP VISIT REPORT**

**El Camino College  
16007 Crenshaw Boulevard  
Torrance, CA 90506**

**This report represents the findings of the evaluation team that visited**

**El Camino College**

**On**

**November 14, 2013**

**Submitted to:**

**The Accrediting Commission for Community and Junior Colleges**

**Submitted by:**

**Don Warkentin**

**President**

**West Hills College Lemoore**

DATE: November 18, 2013

TO: Accrediting Commission for Community and Junior Colleges

FROM: Don Warkentin, Chair

SUBJECT: Report of the Follow-Up Visiting Team to El Camino College, November 14, 2013

**Introduction:**

In November 2012, a team of Commission representatives conducted a visit to El Camino College for the purpose of validating the Follow-Up Report submitted to the Commission in October 2012. At its January 9-11, 2013 meeting, the Commission acted to issue Warning and require El Camino College to submit a Follow-Up Report by October 15, 2014. The Follow-Up Report would be followed by a visit of Commission representatives.

Specifically the Commission noted that El Camino College should fully resolve deficiencies concerning reaching the level of Proficiency for the development and assessment of Student Learning Outcomes. The Commission also stated that El Camino College will need to "increase and strengthen its current level and usage of SLO assessment in order to meet the Standards."

Don Warkentin, Commission representative, conducted a site visit to El Camino College on November 14, 2013. The other member of the visiting team was forced to cancel her participation at the last minute and there was insufficient time to appoint a substitute. The purpose of the visit was to verify that the Follow-Up Report prepared by the College was accurate through examination of evidence and interviews of College personnel and that El Camino College has corrected deficiencies and met the standards pertaining to the requirement of reaching the Proficiency Level for Student Learning Outcomes.

Prior to the visit, the representative was provided a copy of the College's Follow-Up Report and also visited the College's website site for a review of the learning outcome evidence. In summary, the Commission representative found that El Camino College was well prepared for the visit by arranging for meetings with individuals and groups who were directly involved with the development and assessment of the College's stated Student Learning Outcomes. During the visit the representative met with the College President, the Vice President of Student and Community Advancement/Accreditation Liaison Officer, the Vice President of Academic Affairs, the Vice President of the Compton Educational Center, Student Learning Outcome Coordinators, and the Associate Dean of Academic Affairs.

The Follow-Up Report and Visit were expected to document resolution of the following recommendation:

**Recommendation 2:** The College should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels,



establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure that the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Institutional Effectiveness---Part III: Student Learning Outcomes (II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7).

**Findings and Evidence:**

El Camino College has made substantial progress in the development and assessment of Student Learning Outcomes over the past year. Through interviews with personnel directly associated with the learning outcome assessment process and a review of ample evidence, the College has increased its focus on meeting the accreditation standards and the level of Proficiency as described in the Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes.

The Commission representative verified that authentic assessments are in place at the course, program, and institutional level and these assessments are documented by housing the results of assessments and identified improvements on the College's website. Ninety-eight percent of all course and program level SLOs have completed at least one assessment. A process and plan is in place to reach 100% by fall 2014. All course and program level SLOs are scheduled to be assessed at minimum over a four year period with the vast majority assessed within three years.

El Camino College has increased the number of course and program level SLOs from a minimum of one SLO to a minimum of three to six SLOs for each course and program. Currently 98% of program SLOs have at least three learning outcomes identified. The College has focused on the quality of assessments and as a result there is a sense that the faculty is more engaged in the assessment and improvement process and that assessment quality has improved.

In spring 2013, El Camino College purchased TracDat software to track SLO assessments and to enhance campus dialogue on the results of assessments. Faculty are readily using the software to input results of assessments and to serve as a warehouse for documenting improvements as a result of course and program level assessments. Less than expected outcomes result in an action plan that is listed in TracDat. Results of assessment are incorporated into the program review process and as a result over a \$1 million has been allocated to various departments to support those results (supplies, equipment, and staffing).

Furthermore, El Camino College has provided faculty release time to serve as SLO Coordinators (4) to assist instructional departments, including those at the Compton Center, in meeting SLO timelines by providing training and technical expertise. In addition to the SLO Coordinators, 14 SLO Facilitators receive stipends to work directly with faculty and others responsible for the identification and assessment of course and program level SLOs and ensure meaningful assessments. Course level SLOs are listed on course syllabi and along with program level SLOs (PLOs) are mapped to the Institutional level SLOs (6).

The Compton Center has the same course level SLOs as the parent campus, El Camino College. Some program level SLOs are slightly different due to the consolidation of some programs. The Compton Center adheres to the same assessment timeline as El Camino College. Adjunct faculty are directly involved in the SLO assessment process and are provided periodic trainings. Non instructional programs are currently at the 100% assessment level; although results are not yet housed in the TracDat warehouse. Non Instructional program staff send representatives to SLO Committee meetings and are involved in the decision making process.

**Conclusion:**

El Camino College has made substantial progress in meeting the Accreditation Standards and has fully complied with Recommendation 2 from the previous Focus Report Visit. The Commission Representative concludes that the recommendation has been fully addressed and that El Camino College fully meets the level of Proficiency as required in the Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes.



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Procedures for an Institutional Chief Executive Officer's  
Appearance Before the Commission

The Commission considers institutional accreditation actions in January and June of each calendar year. ACCJC policy provides that when the Commission is deliberating or acting upon matters that concern an institution, it will invite the Chief Executive Officer (CEO) of the institution to meet with the Commission in Executive Session.<sup>1</sup> The appearance is for the purpose of discussing issues of substance and any Accreditation Standards deficiencies noted in the report. There is no requirement that the CEO attend the Commission meeting. If the Commission is considering institutional action as a result of an evaluation team visit, and if the CEO elects to attend the meeting, the Commission will also invite the Chair of the Evaluation Team (Team Chair) or designee to attend.

An institution must send written notification to the ACCJC office at least 15 working days before the scheduled Commission meeting if the CEO wishes to attend. The institution should bear in mind the evaluation of the institution is based upon the conditions at the institution at the time of the team visit.

At the meeting, the institutional CEO will be invited to make a brief presentation, followed by questions from the Commission. The CEO is expected to be the presenter, and should consult with Commission staff if there are plans to invite other representatives to join the CEO. On the day of the Commission meeting, ACCJC staff will escort the CEO (and additional representatives) to and from the designated waiting area to the meeting at the appropriate time. An institution's presentation should not exceed five (5) minutes. The Commission reserves the right to establish a different time limit on such presentations.

The Team Chair or designee will also attend the presentation, normally by conference call. The Commissioners may ask questions of the Team Chair after college representatives have exited. The Team Chair will then be excused, and the Commission will continue its deliberations in closed session.

The CEO will be notified in writing of the subsequent action taken by the Commission.

<sup>1</sup> Policies that are relevant to this process are the *Policy on Access to Commission Meetings*, *Policy on Commission Actions on Institutions*, *Policy on Commission Good Practice in Relations with Members Institutions*, and *Policy on the Rights and Responsibilities of ACCJC and Member Institutions*.



**EL CAMINO COLLEGE**  
**STUDENT SUCCESS ADVISORY COMMITTEE MEETING**  
**DATE: January 30, 2014**

Present: F. Arce, R. Bell, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, C. Gold, I. Graff, C. Jeffries, S. Kunisaki, C. Mosqueda, W. Mulrooney, J. Nishime, D. Reid, I. Reyes, J. Sims, R. Smith

Other Guests: Will Warren, Cheryl Shenefield, Griselda Castro, Marci Myers

The meeting began at 1:04 p.m.

## **I. INFORMATION**

A. Notes of December 12, 2013: Distributed and reviewed.

1. The committee was asked to review and forward corrections to J. Nishime and F. Arce.

B. Schedule of Meeting Dates

1. The committee agreed to meet the second and fourth Thursday each month from 1:00pm-2:00pm this semester (one meeting in May).

## **II. DISCUSSION/ACTION**

A. Automatic Granting of AA & AS Degrees (Nishime)

1. Committee members were given handouts on a study done on the pros and cons for automatically awarding earned degrees at Daytona State College. Financial aid problems may decrease but the number of financial aid appeals may increase with automatic awarding of degrees. This should not be an obstacle. Academic renewal issue was brought up.
2. Recommendation was made to create a subcommittee to discuss the pros and cons of automatic awarding of degrees. Committee members could include representatives from Admissions & Records, Counseling, Academic Senate, Financial Aid and Institutional Research & Planning. W. Garcia was asked to set up a committee for the Torrance campus and R. Bell will set up a committee at the Compton Center. Committee members who would like to be part of the sub-committee should contact W. Garcia.
3. Discussed rolling out the process in different degrees and levels – start small and then build up to automatic degree award eligibility and reward. Santa Monica College applications provide an ‘opt out’ option to automatic granting of degrees.

B. Student Achievement Goal Recommendation (Graff)

1. Institutions are required and recommended to report a floor or institution-set standard and set goals for student achievement measures. National Demands for Improvements include improvement in the number of completers (degrees, certificates, transfers) and improvements in the completion of diverse populations (mandated disaggregation by different groups). Self-Evaluation Report – decisions are made according to data findings. Would like to pull together achievement measures into one report. Welcome feedback on data collected for ECC and CEC.
2. Student Readiness – matriculation completion rate or matriculation completions, a starting point that can be defined as most useful to planning. The ‘core services completion rates’ will include assessment, orientation and education plan. Funding will be derived from this data. Will only count students enrolled. Need to understand why students apply and complete the three core services but do not attend and if this information is valuable to do something about it. Data is still captured for MIS purposes so the institution will still receive funding whether these students enroll or not. IRP creates an annual applicant yield rate and can create a sub-report on the number of ‘completers.’ How students place based on their

- assessment scores could also be a measure of student readiness.
3. Student Progress - Success Rate is disaggregated by Distance Ed, CTE, basic skills, college level and transfer level courses and is a required ACCJC institution-set standard. The *Persistence Rate* is based on Scorecard methodology from Fall to Fall. Scorecard is a statewide accountability report that replaced the Accountability Reporting for the Community Colleges (ARCC). *Progression Rate* is the percentage of students progressing below college level over a 6-year window. The *CTE Progression Rate* is the percentage of students who accumulate a number of CTE classes – Scorecard is used as the source. Base progress rates usually from ‘first attempts’ data.
  4. Student Outcomes – annual tallies are counts (Degrees Earned, Certificates, and Transfers) from ACCJC reports. Aspirational Goals are how fast we think the institution can grow and improve on these measures. The combination of Annual Tallies and Cohort Rates will give a better picture of our achievement. Completion rate combines Transfer, Degree, and Certificate rates. Licensure Pass Rates and Employment Rates are mandated reports from federal and state that requires us to demonstrate that students are being employed in fields they are trained. The Chancellor’s Office is working to collect employment rate information and the college is also participating in pilot surveys given to students 6 months after receiving their degree; the response rate is extremely low.
  5. No. 2. *Successful Course Completion Rate* proposed goals #1 (1% increase every year for 5 years) and #2 (2% increase every year for 5 years) were recommended by the Planning Summit. Based on trends, goal #1 is pretty safe and worthy of an ambitious goal. Institutions will not be penalized if goals are not reached. Goals should be realistic. We need to set the goal, measure results against the goal, and show what we are doing.
  6. No. 2 *Successful Course Completion Rate* is the official Scorecard name for the success rate at the course level. No. 13 *Completion Rate* combines Transfer Prepared Rates, Degrees, Earned Rates, Transfer Rates, and Certificates. Can call No. 2 *Success Rate* to make it clearer.
  7. There will be a different mix of students coming to ECC as CSUs/UCs actively recruits more students.
  8. Hopefully the three core services will help increase student success rates. In-person orientation has shown a persistence rate of 10% compared to general population. Moving towards online orientation may result in decrease number of in-person orientation.
  9. Discussed help in increasing students success in the classrooms. Gathering 5-year trend data analysis on retention and student success at the course level. Graduation Initiative works with faculty to help students succeed. English and Math learning teams with faculty participation have been created. Increased Math and English counseling. Recommendation was made to create tag teams of counselors and academic faculty. Need to continue with this dialog.
  10. Can start with more cautious goals then re-assess at a later date. Expecting decrease in future enrollment. Comment was made that success and retention rate standards were set high (did not achieve standard three out of five years). The committee recommended the following goals:
    - i. #2 – Successful Course Completion Rate – 73.3%
    - ii. #7 – Degrees Earned – 2% increase each year for 5 years
    - iii. #8 – Certificates – 2% increase each year for 5 years
    - iv. #9 – Transfer – 1% increase each year for 5 years
  11. This same process will be discussed at the Compton Center. ACCJC requires ECC to report rates combined with the Compton Center. Rates are disaggregated for our own purposes.

C. Student Success Plan (Arce/Nishime)

1. The Student Success Plan template should be out shortly.
2. Counseling reported their concern about the postcards mailed to students. They felt the education plan message was incomplete and misleading. Students are now coming to express counseling which is not counted as one of the core services. Assessment, orientation and an education plan (abbreviated or comprehensive) are required for priority registration. Abbreviated ed plans done at express counseling should be counted. J. Nishime suggested they send their concerns to her and she will report it to Ann Garten.
3. ITS may be able to set up automatic step instructions for new students when they log into their accounts on the portal.
4. Recommended setting up a working group to discuss the brainstorming results on student success once the template is adopted.
5. The list of basic skills courses as discussed in the December meeting will be emailed to the committee members.

**III. NEXT MEETING**

The next Enrollment Management meeting will be held on February 13, 2014 at 1:00 p.m. in Library 202. Will discuss articles sent to the committee last December.

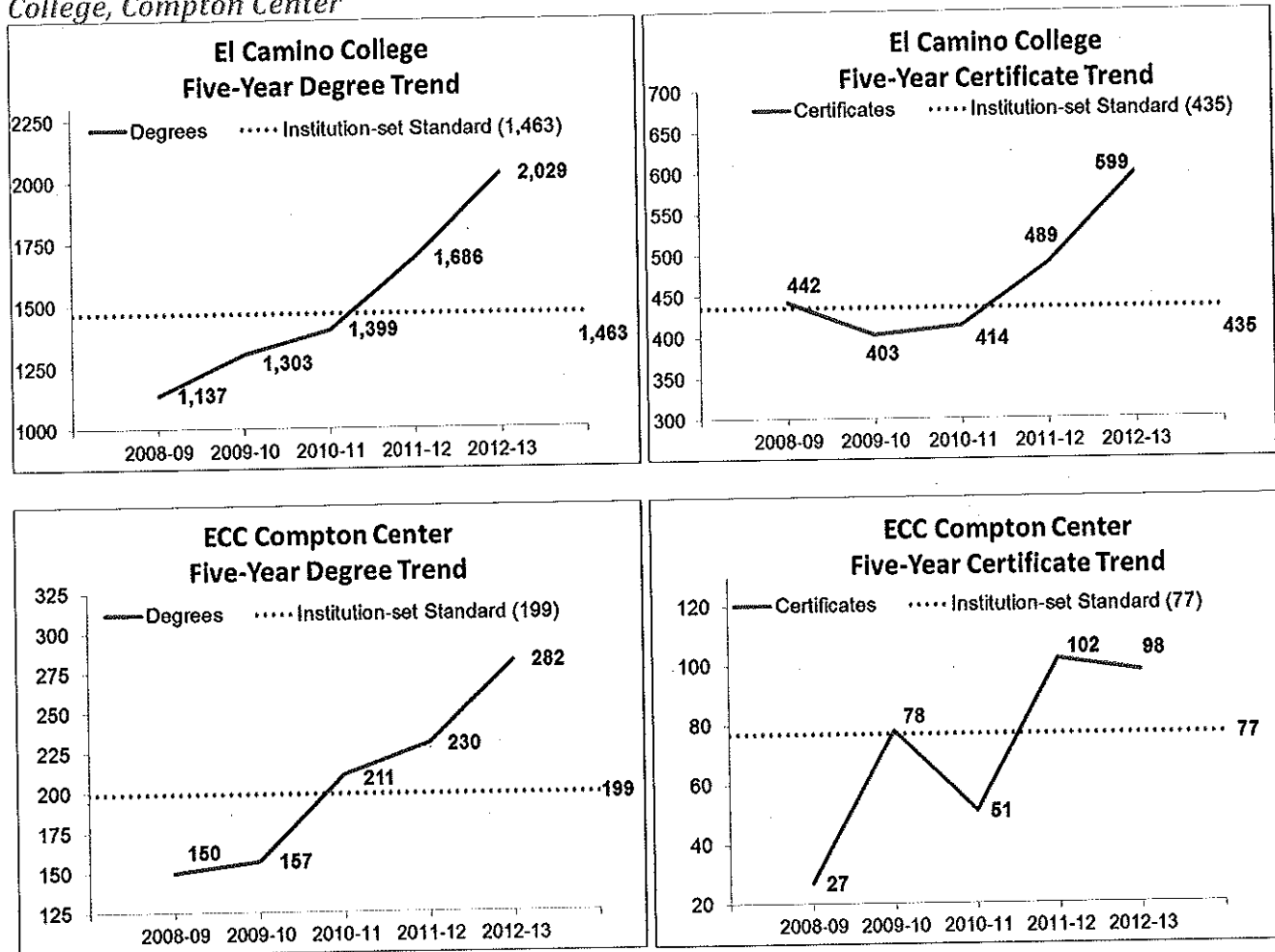
The meeting adjourned at 2:10 p.m.

# El Camino College Degrees and Certificates Awarded Recent Trends

## EXECUTIVE SUMMARY

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

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



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

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

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

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



## SUMMARY

### El Camino College and El Camino College Compton Center Discussion on Automatically Awarding Earned Degrees

Thursday, February 6, 2014  
3:00 p.m. to 4:00 p.m.

El Camino College  
Administration Building, Room 131

#### Attendees:

Francisco Arce, Robert Butler, Robin Dreizler, William Garcia, Irene Graff, Cynthia Mosqueda, Bill Mulrooney, Mytha Pascual, Margaret Quinones Perez, Margaret Ramey, Dawn Reid, Idania Reyes, Jean Shankweiler, Cheryl Shenefield, and Will Warren

#### General Overview:

Below you will find a listing of the potential pros and cons that were identified and discussed during our meeting by personnel representing diverse entities from both El Camino College and El Camino College Compton Center. A subsequent meeting was not scheduled. This information will be shared with the co-chairs of the newly formed Student Services Advisory Committee.

#### Potential Pros:

1. El Camino College and El Camino College Compton Center will experience a temporary increase in the amount of students who graduate.
2. Students would not need to complete the petition documentation required by the Admissions & Records Office.
3. Military veteran students would not be affected with the automatically awarding of earned degrees since veterans related benefits are tied to a certain timeframe.
4. Students who have earned a degree from El Camino College will potentially gain additional employment opportunities and earn more money as a result.
5. An "opt out" option at the time of the initial admission application or upon course registration per term would give students the option to take advantage of this opportunity. This would involve coding by Information Technology Services (ITS).

6. This practice would result in higher graduation rates thus helping the College meet federal and state thresholds and continue to meet internally established benchmarks that are linked with accreditation.
7. Additional students will be encouraged to move onto four-year universities or enter the workforce having earned a college degree.
8. Students seeking admission to the El Camino College and El Camino College Compton Center Nursing Program would benefit from having earned a degree because they would receive additional points upon the review of their nursing admission application.
9. El Camino College and El Camino College Compton Center may want to investigate that other California community colleges are doing with respect to this proposal. A local example to consider investigating is Los Angeles Mission College that works with California State University, Northridge.
10. El Camino College and El Camino College Compton Center may want to investigate why Santa Monica College instituted this initiative and then discontinued soon afterwards.
11. El Camino College and El Camino College Compton Center may want to consider waiting until the California Community Colleges Chancellor's Office adopts a statewide electronic education plan and degree audit system which is currently planned for 2017.

Potential Cons:

1. The Title V Graduation Initiative has made many inroads to identify potential students who are eligible to petition to graduate at both El Camino College and El Camino College Compton Center. However, the concern is what will happen when the grant ends in two years. What elements of this initiative will be institutionalized?
2. ITS is currently understaffed and under-resourced to undertake a new initiative that involves coding and other technological attention at this time. The current emphasis is to meet federal and state mandates and regulations along with local demands.
3. The Admissions & Records Office is currently understaffed and under-resourced to undertake a new initiative that involves additional evaluations to be conducted in a short window especially during the spring semester with commencement deadlines. Additional Evaluators need to be hired. Currently, the El Camino College Compton Center does not employ an Evaluator which means that all graduation petitions are currently reviewed by Evaluators employed by El Camino College.
4. General Counseling (excluding Title V Graduation Initiative counselors) is not equipped to handle the additional workload of identifying students, outreaching to students, and

to meet with students given the implementation of the new 10-month employment contract. Additional counselors are needed for this initiative.

5. Not all attendees believe that students should be “hand held” through this process – a philosophical argument.
6. The Admissions & Records Office, ITS, and possibly other entities would need to review the current job descriptions of their employees to ensure that they can meet the needs of the new initiative. A thorough review of the staffing plan for all entities would need to take place. This is problematic endeavor for multiple reasons.
7. International students may not benefit from this initiative given that certain foreign countries do not want their students to simply complete associate degrees but rather complete bachelor degrees. This is problematic since our diplomas do not include the names or titles of the academic programs or majors.
8. Students on financial aid would have to petition to continue receiving financial aid since they would have exceeded the conditions as outlined in the Satisfactory Academic Progress (SAP) policy. This means that additional Financial Aid Counselors would need to be hired since they are the only ones that draft “Lock-In-Lists” for students – a requirement for submitting a SAP Appeal Form. This would be the case for students who complete vocational certificates who then decide to pursue an associate degree or for students who complete an associate degree who then want to transfer to a four-year university and have yet to complete all of the transfer course prerequisites.
9. Articulation would be problematic given that El Camino College does not have articulation agreements with all colleges and universities and this could be problematic since more students have taken courses at multiple institutions of higher learning.
10. Degree Audit is problematic since it does not work well for non-traditional students. Degree Audit works well with traditional students coming straight from high school without interruption in their education such as those who participate in the First Year Experience (FYE) Program. However, the tool is not always accurate especially when it pertains to catalog rights.

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – February 10, 2014

Present: Francisco Arce, Linda Beam, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, David Mc Patchell, Derrick Moon, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith.

1. Schedule: College Council will meet on Tuesday, February 18<sup>th</sup> at 1 p.m.
2. Minutes – the minutes of February 3, 2013 were amended. There was a request for more detailed minutes for College Council. There was a suggestion that special transcripts could be requested for special issues.
3. BP 5205 (Student Accident Insurance) was reviewed and approved by College Council.
4. AP 7160 (Professional Development) was reviewed and approved by College Council.
5. The Spring 2013 Employee Campus Climate Survey Results were presented by Irene Graff. College Council will discuss the results again when President Fallo is present. It is recommended that constituent groups discuss the survey results and set goals based on what is discussed. The report is published on our website at the following address: <http://www.elcamino.edu/administration/ir/surveys.asp>.

**Agenda – February 18, 2014:**

1. Minutes
2. Board Agenda review

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – February 3, 2014

Present: Francisco Arce, Linda Beam, Chris Gold, Irene Graff, Jo Ann Higdon, Derrick Moon, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Nina Velasquez.

1. Schedule: College Council will meet on Tuesday, February 18<sup>th</sup> at 1 p.m.
2. Senate Bill 850 (Public postsecondary education: community college districts: baccalaureate degree pilot program) was discussed and will be placed on the Academic Senate agenda. College Council as a group endorses and supports the bill in concept. It was also determined that an exploratory committee will be formed to discuss what types of degrees to offer.



**NOTES – COUNCIL OF DEANS**  
**January 23, 2014**

Present: F. Arce, C. Fitzsimons, W. Garcia, E. Geraghty, C. Gold, I. Graff, A. Grigsby, D. Hayden, O. Hyacinth, B. Klier, T. Lew, G. Miranda, B. Mulrooney, R. Murray, R. Natividad, J. Nishime, T. Pao D. Patel, B. Perez, M. Ramey, V. Rapp, D. Shrader, J. Sims, R. Smith, C. Subramaniam, J. Wagstaff

**I. INFORMATION**

A. Notes of 1/9/14: Distributed and reviewed.

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

- Cancelled 26 classes for Spring 2014.
- All roads are open and accessible.

C. PBC Update: D. Patel reported on the January 16 meeting:

- I. Graff provided an update on the strategic plan. A suggested goal is for PBC to oversee implementation of the comprehensive master plan.
- TracDat to integrate program review and planning.
- Reviewed governor's budget. 3% restoration is for growth.
- COLA for 2014-15 is .86% (half of what was anticipated in five year projection).
- Funding allocation for energy proficiency is between \$450,000-\$600,000.
- Discussion for next meeting will be COLA and growth projections for next few years.

D. Academic Senate Update: C. Gold provided an update:

- Spring 2014 will be C. Gold's last semester as Academic Senate President. She will be on sabbatical in fall 2014.
- Spring semester wrap up include: complete website, handbook, and survey on the Academic Senate performance.
- Collegial consultation – use results of the campus climate on any shifts in consultation.
- Ed Policy – three policies will be discussed at next meeting: (1) Discontinuance (2) Professional Development, and (3) Accreditation.
- Student success showcase presentation by the Anthropology Department.
- RP group study and BEST practices on Study Abroad.

**II. DISCUSSION/ACTION**

A. CLERY Act: Will be presented at the next meeting.

B. Incident Reporting Form: A one page document was developed to include all data needed for student discipline issues. Any employee can complete the form if there is a breach in standard(s) of conduct. The form is available online and NCR form. The new form includes brief instructions and board policy 5500. Suggestions to the form:

- Under description of action taken: 2 day suspension may need to be clarified if a hearing is necessary. W. Garcia will clarify two-day suspension.
- Provide link to board policy. Include instructions how student is to proceed.
- Include at the bottom of the form a place to note action taken
- Add form number and date of revision on the bottom of page 1.

It was noted that student suspensions varied from division to division. W. Garcia will meet with a smaller group to review form. Suggested representatives include D. Shrader, D. Hayden, D. Patel. Robert Butler and Margaret Ramey will be contacted for CEC representation. Additional comments should be directed to W. Garcia.

C. SLO:

- TracDat was upgraded and appears to be working.
- Spring 2014 workshops will be published next week. Additional TracDat training will be available with focus on PLO assessment.
- Reports due 2/10/14. Two drop-in workshops will be held on 1/31 and 2/6 to assist input of TracDat. Deans will be informed of completion status.
- Timeline assessment due to faculty 1/31.
- Contact R. Klier and coordinators if assistance is needed.
- B. Perez and C. Subramaniam will attend meeting and provide information to CEC faculty.

D. Program Review: A draft copy of the Program Review schedule for 2014 was distributed. Dates and availability will need to be confirmed for PR and CTE. Deans will suggest names of faculty members to attend the orientation in February. Individual training will be provided for each program.

Student satisfaction surveys – prompts are ideas and questions can be customized to a program. Review and provide feedback to R. Klier and I. Graff

E. Accreditation Self-Evaluation Timeline: The timeline was emailed to all Council members. One change was made to the date to post the second draft of the self-evaluation – January 31, 2014. Accreditation forums are scheduled for March (ECC) and April (CEC). The College will receive a decision from ACCJC on the follow-up report by the first week of February.

Kudos to J. Shankweiler, M. Cheung, and H. Schumaker for their time and effort in editing the report.

### III. OTHER

A. Announcements:

1. Enrollment:

- ECC cancelled 78 classes.
- Students were permitted to register for classes that overlapped and asked to leave earlier class to attend next class. Was this a computer glitch? If registration started and time changed for a class section, the overlap time difference may not be caught. It may have allowed student in the two overlap classes.
- Deans must remind faculty the importance of completing no show report. Students will also need to be reminded to submit adds.

2. Admissions & Records: Changes in A&R services because of staffing issue created additional work load for IT which was not expected. Stickers and rosters will now be picked up in Admissions.
3. Plan Update: I. Graff provided timeline dates: (1) Mid-year evaluation 2013 due 1/31/14; (2) unit plan 2014-15 due 2/15/14. Contact I. Graff for assistance.
4. Student Funds: Funds were disbursed to students which included 98% Pell Grant and 2% supplemental grants. Debit cards were received on 1/23/14. Eligible students on probation or warning status and remained on Financial Aid will receive disbursement during the first week of February. Those on warning/probation received an email. Information is available on MyECC.
5. Retirement: John Wagstaff announced his retirement effective 8/1/14.
6. Maximum Class Size: Faculty must enroll students at maximum class size; however, it is not expected to add students beyond class maximum. Faculty cannot negotiate own class maximum. It is implied on College Load Review Policy and WSCH target in every division. It is part of Title 5 regulations and a legal opinion.
7. Counseling: Training for 22 part-time counselors will take place Friday and Saturday for the next two weekends.



**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**November 26, 2013**

Present: F. Arce, S. Bartiromo, T. Bui, W. Brownlee, A. Cornelio, B. Flamenno,  
L. Houske, L. Kjeseth, R. Klier, S. Kushigemachi, M. Lipe, V. Nemie, D. Pahl

Absent: S. Bosfield, E. French-Preston

Ex-Officio Members Present: Q. Chapman

Ex-Officio Members Absent: S. Ecklund, G. Florimon, M. Hall, J. Simon, L. Suekawa

Guests: D. Berney, M. Chaban, C. Daniel-DiGregorio, D. Hayden, T. Lew, L. Linka,  
A. Micallef, J. Padilla, V. Rapp, P. Santelman, J. Shankweiler, P. Sorunke, P. Vacca

**CALL TO ORDER**

Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

**VICE PRESIDENT'S REPORT**

F. Arce expressed his appreciation for the committee's efforts in identifying courses requiring inactivation. F. Arce informed the committee that C. J. Steinhauer, Superintendent of the Long Beach Unified School District, has advised faculty to be conservative with establishing repeatability designation "abcd" course sequences. There is concern with enrichment courses such as fine arts and physical education courses. The number of course audits has sky rocketed and the state is considering increasing the fee for class audits.

**APPROVAL OF MINUTES**

The minutes from the October 22<sup>nd</sup> meeting were sent via email and approved by the committee.

**APPROVAL OF STANDARD TECHNICAL REVIEW/CONSENT AGENDA PROPOSALS**

Chair Lipe called for a motion to approve the Standard Technical Review/Consent Agenda proposals. L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously. In addition, a motion was called to approve the proposed course inactivations. D. Pahl moved, L. Houske seconded, and the motion passed unanimously.

**CURRICULUM REVIEW – Full Course Review Proposals**

**Fine Arts Division**

The Fine Arts Division is proposing to add one new art course, three new dance courses and one new music course to their curriculum. The committee recommended the following changes to the course outline of records:

Dance 171A, 171B, 271A, and 271B

P. Santelman concurred with the committee's recommendation to change the course titles for the dance choreography courses as follows: Dance 171A Beginning Choreography A, Dance 171B

Beginning Choreography B, Dance 271A Intermediate Choreography A, and Dance 271B Intermediate Choreography B.

Art History A.A. Degree Option

- Remove Art 112abcd from the restricted electives area.

Dance A.A Degree

- Move Dance 250 to Major Requirements under Theory section.

Graphic Design/Visual Communications Certificate of Achievement

The committee asked Q. Chapman to check Taxonomy of Programs (TOPs) Code. The Arts Department was advised to consider changing the title to "Visual Communications Certificate of Achievement".

Studio Art A.A. Degree Option

- Add Art 109 as one of the electives under the 6 units section.

Music AA-T

The Music Department is proposing to add a new Music transfer degree. The committee expressed concern with the number of units in the major. The combined major requirements and IGETC pattern will cause an over the 60 unit cap for transfer degrees. Q. Chapman plans to move forward with submitting the transfer degree to the Chancellor's office for review.

Chair Lipe called a motion to approve the Fine Arts Division's course proposals, including the conditions of enrollment, the proposed new transfer degree, new courses, proposed program revisions to the degrees and certificates, and all recommendations made by the committee.

W. Brownlee moved, L. Kjeseth seconded, and the motion passed unanimously.

**Humanities Division**

The committee recommended changes be made to course outline of records for English 1A, English 40A and 40B as follows:

English 1A – Reading and Composition

- Consider changing the conditions of enrollment to English A, or English as a Second Language 53C and English 84 or English as a Second Language 52B. This would allow a student to take English A and English as a Second Language 52B and qualify for English 1A. The two writing courses should support the same requisite skill and the two reading courses should support the same requisite skills. What are the requisite skills for English as a Second Language 53C in section VIII B?

English 40A and English 40B – American Literature

- The descriptive titles are the same. Consider changing the descriptive titles to American Literature I and American Literature II

Spanish 52A and Spanish 52B – Spanish for Native Speakers

- The descriptive titles are the same. Consider changing the descriptive titles to Spanish for Native Speakers I and Spanish for Native Speakers II

Chair Lipe called a motion to approve the Humanities Division’s course proposals, including the conditions of enrollment, the proposed new transfer degree and recommendations made by the committee. D. Pahl moved, L. Kjeseth seconded, and the motion passed unanimously.

**Business Division**

Computer Information Systems A.S. Degree

- Add “Computer Information Systems 30” under the Mobile and Web Programming category.
- Delete the words “and” “or” conditions under Mobile and Web Programming category.

Computer Information Systems 13 – Computer Information Systems

- The estimated independent study hours per week should be 4 hours per week not 8 (course is 3 units with 3 hours lecture and 2 hours lab.).
- Add the statement “minimal grade of C” with Business 15 and Math 23 prerequisites.

Computer Information Systems 16 – Application Development and Programming Using VisualBasic.Net

- Since independent study hours are noted, remove statement in Section VI “minimum of one additional hour is needed...”
- Adjust the estimated independent study hours per week to 5 hours (course is 3 units with 2 hours lecture and 2 hours lab).

Chair Lipe called a motion to approve the Business Division’s course proposals, including the conditions of enrollment, program revisions to the degree and certificates, and recommendations made by the committee. L. Houske moved, V. Nemie seconded, and the motion passed unanimously.

**Behavioral and Social Sciences Division**

Anthropology AA-T

The division is proposing to add a new anthropology transfer degree. The committee recommended the following changes:

- Edit first paragraph in the catalog description.
- Under List B, consider changing the number of units from 3-4 to 4 units, since a student opting for the geology route will need to take both Geology 3 and Geology 1, for a total of 4 units.

Human Development 10 – Strategies for Creating Success in College and in Life

- Recommended Skills and Matching Objectives need to be reversed.
- Adjust the estimated independent study hours per week to 6 hours.

Human Development 115 – Career Development Across the Lifespan

- Consider adding a “note” under the catalog description about assessment fees.

Philosophy AA-T

The department is proposing to add a new philosophy transfer degree to its program. The committee recommended including Political Science 7 (POLI 7) under list B in the program study. In addition, Q. Chapman will add POLI 7 to the Transfer Model Curriculum (TMC) template.

Political Science 7 – Political Philosophy

- Correct typographical error in SLO statement “Describe two distinct theories theories...”
- Catalog description needs a comma after “In this course”.

Chair Lipe called a motion to approve the Behavioral and Social Sciences Division’s course proposals, including the conditions of enrollment, proposed new transfer degrees, new courses, and amendments made by the committee. D. Pahl moved, L. Kjeseth seconded, and the motion passed unanimously.

**Industry and Technology Division**

Architecture A.S. Degree and Certificate of Achievement

Chair Lipe tabled the degree and certificate until a decision is made by faculty to consider reducing the total units by lowering courses from 4 to 3 units in the restricted electives.

Fashion 15 – Beginning Fashion Illustration

V. Nemie agreed to have Chair Lipe replace the old versions of the current representative textbooks with the 2011 edition of the Fashion Design Drawing Course and a 2012 edition of The Fashion Sketchbook.

Chair Lipe called a motion to approve the Industry and Technology Division’s course proposals, including the conditions of enrollment, and recommendations made by the committee. V. Nemie moved, L. Houske seconded, and the motion passed unanimously.

**Natural Sciences Division**

Biology 18 – Marine Biology Laboratory

- Should advisory include a writing competency similar to Biology 17? Substantial writing assignments are not part of this course as in Biology 17.

Physiology 31 – Human Physiology

- Need to correct bibliographic information. Benjamin Cummings is the publisher and authors are Elaine N. Marieb and Susan J. Mitchell.

- There is a new edition 2012 of the same title and author published by Pearson Learning Solutions. Need to correct bibliographic information of the listed text: Benjamin-Cummings is the publisher and author is Dee Unglaub Silverthorn.

Chair Lipe called a motion to approve the Natural Sciences Division's course proposals, including the conditions of enrollment, and recommendations made by the committee.

L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously.

### **Health Sciences and Athletics Division**

#### Physical Education 25abc – Men's Intercollegiate Cross Country Team

This course is scheduled for inactivation at the next CCC meeting.

#### Physical Education 110abc – Women's Intercollegiate Volleyball Team

- The committee raised concern about the assigned Contact Hours of the course being 10 per week.  $10 \times 18 = 180$  hours divided by  $54 = 3.33$  units. Do we round up to 3.5 units? or do we adjust hours to 9 per week = 3.0 units. With 10 hours per week, the compressed calendar = 11 per week yet the schedule of classes lists 10. If COR = 9 hours per week,  $(9 \times 17.5 \text{ divided by } 16 = 9.84575$  which would round up to 10 per week.)

#### Radiologic Technology 217 – Clinical Experience 4

- Update Outline of Subject Matter Topic IV: Radiography is the Emergency Room

Chair Lipe called a motion to approve the Health Sciences and Athletics Division's course proposals, including the conditions of enrollment, and recommendations made by the committee.

D. Pahl moved, S. Kushigemachi seconded, and the motion passed unanimously.

### **Mathematical Sciences Division**

Chair Lipe called for a motion to approve Mathematics 60. W Brownlee moved, D. Pahl seconded, and the motion passed unanimously.

### **CURRICULUM REVIEW – Standard Technical Review Proposals/Consent Agenda**

Chair Lipe returned the following courses to the course review proposers for minor corrections to the course outline of records:

### **Fine Arts Division**

#### Music 259abcd – Music Production Workshop

- Edit section I Catalog Description: Remove "opportunity" since Title 5 now requires that all students will be involved in the academic competition. Consider using the following in the first sentence - This course provides experience in a musical.... Also, spell out KCACTF = Kennedy Center American College Theater Festival (KCACTF).
- Edit section VI Work Outside of Class: provide estimated independent study hours per week.
- Consider adding the words "and intercollegiate competition" at the end of course objective #7 listed in section II Outcomes and Objectives.

## **Humanities Division**

### French 2 – Elementary French II

- Provide Cultural Component in the Outline of Subject Matter (section III).
- Consider changing estimated independent study hours per week to 7 hours (section VI).

### French 3 – Intermediate French I

- Edit section VIII B Conditions of Enrollment: Match entrance skills to matching objectives from French 2, not French 1.

## **Mathematical Sciences Division**

### Mathematics 130 – College Algebra

- Edit section I Catalog Description: The committee determined that the statement referring to the Mathematics 130 as a preparatory course for Mathematics 160 should be referenced as a “note” under the catalog description.

## **Natural Sciences Division**

### Geology 15 – Natural Disasters

- Edit section III Outline of Subject Matter: Differentiate major topics and subtopics. Consider removing A and listing others alphabetically as subtopics. Primary Method of Evaluation = substantial writing. Consider changing to problem solving as typical assignment is only 1 paragraph an Advisory is related to reading only.

## **Full Program Review**

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

1. Anthropology AA-T Degree
2. Art History Option AA Degree
3. Digital Arts: Graphic Design/Visual Communications Certificate of Achievement
4. Gallery Management Certificate of Achievement
5. Studio Art Option AA Degree
6. Computer Information Systems AS Degree
7. Computer Support and Network Management Certificate of Achievement
8. Computer Systems Applications Certificate of Achievement
9. Dance AA Degree
10. Music AA-T Degree
11. Music AA Degree
12. Philosophy AA-T Degree
13. Spanish AA-T Degree

## **Full Course Review**

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

1. Administration of Justice 10 (formerly AJ 10ab)
2. Art 233 (ART 233)
3. Biology 17 (BIOL 17)
4. Biology 18 (BIOL 18)

5. Biotechnology 1 (BTEC 1)
6. Biotechnology 2 (BTEC 2)
7. Computer Information Systems 13 (CIS 13)
8. Computer Information Systems 16 (CIS 16)
9. Dance 171A (DANC 171A)
10. Dance 171B (DANC 171B)
11. Dance 220B (DANC 220B)
12. Dance 271A (DANC 271A)
13. Dance 271B (DANC 271B)
14. Educational Development 41 (EDEV 41)
15. English 1A (ENGL 1A)
16. English 40A
17. English 40B (ENGL 40B)
18. Fashion 15 (FASH 15)
19. Geography 7 (GEOG 7)
20. Geography 20 (GEOG 20)
21. Geology 6 (GEOL 6)
22. Human Development 10 (HDEV 10)
23. Human Development 115 (HDEV 115)
24. Mathematics 60 (MATH 60)
25. Music 147B (MUSI 147B)
26. Physical Education 25abc (PE 25abc)
27. Physical Education 70abc (PE 70abc)
28. Physical Education 85abc (PE 85abc)
29. Physical Education 110abc (PE 110abc)
30. Philosophy 17 (PHIL 17)
31. Physiology 31 (PHYO 31)
32. Political Science 7 (POLI 7)
33. Radiologic Technology 217 (RTEC 217)
34. Spanish 52A (SPAN 52A)
35. Spanish 52B (SPAN 52B)

**Standard Review/Consent Agenda Proposals**

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

1. Anthropology 1 (ANTH 1)
2. Anthropology 2 (ANTH 2)
3. Anthropology 5 (ANTH 5)
4. American Studies 7 (ASTU 7)
5. Computer Information Systems 18 (CIS 18)
6. Computer Information Systems 19 (CIS 19)
7. English 32 (ENGL 32)
8. French 4 (FREN 4)
9. Journalism 8 (JOUR 8)
10. Physics 11 (PHYS 11)
11. Physics 12 (PHYS 12)
12. Political Science 2 (POLI 2)
13. Political Science 3 (POLI 3)

14. Political Science 10 (POLI 10)

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

1. Anthropology 20A (ANTH 20A)
2. Electronics and Computer Hardware Technology 142ab (ECHT 142ab)
3. Human Development 50 (HDEV 50)
4. Music 223 (MUSI 223)

**CHAIR'S REPORT**

Chair Lipe did not have any additional comments to make due to the lengthy curriculum review items covered during the meeting.

**ADVISORY REPORT**

Q. Chapman asked the committee to review the Curriculum Timeline for spring 2014 as the timeline will be discussed during the last CCC meeting on December 3<sup>rd</sup>. The committee reviewed a substantial number of courses this semester and may ease up on the number of course reviews in spring 2014.

**ADJOURNMENT**

Chair Lipe called for a motion to adjourn the meeting. T. Bue moved, L. Houske seconded, and the motion was carried. The meeting was adjourned at 4:20 p.m.



**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**December 3, 2013**

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

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

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

Guests: S. Blake, R. Newell, S. Rodriguez, D. Shrader, P. Sorunke

**CALL TO ORDER**

Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

**VICE PRESIDENT'S REPORT**

F. Arce thanked Chair Lipe for his exemplary service. "You are a great leader and we appreciate everything you do."

**APPROVAL OF MINUTES**

The minutes from the November 12<sup>th</sup> meeting were sent via email and approved by the committee.

**CURRICULUM REVIEW – Full Course Review Proposals**

**Humanities Division**

The English Department is proposing to add a new experimental course to their curriculum. English 50RWA (Integrated Reading and Writing) is designed to promote student success by shortening the pathway to transfer and graduation for students at the pre-collegiate basic skill level. According to S. Blake, this course would replace English 84 and English A. The committee agreed to apply degree credit for the course and remove it from General Education pattern as the course is below English 1A level.

Chair Lipe called a motion to approve the new course proposal including the proposed conditions of enrollment. L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously.

**Industry and Technology Division**

Welding 10A, 10B, and 10C

R. Newell briefed the committee on the restructuring plans for the Welding Department. The department is planning to restructure Welding 5 (formerly Welding 2abcd) and inactivate Welding 21 as a result of Title 5 changes in repeatability. Welding 5 is being replaced with three new welding courses: Welding 10A, 10B, and 10C. Restructuring Welding 5 into three

structured courses improves learning efficiency, student success, and helps the student work toward preparation for Los Angeles City Structural certification. The department is concerned about transferability since Welding 10A and 10B have parallel courses at California Community Colleges and to out-of-state colleges, but parallel courses could not be located at CSU/UC colleges. In comparison, California Community Colleges were identified for Welding 10C, but parallel courses were not identified at the CSU/UCs or out-of-state college system.

The Welding A.S. Degree is transferable at CSU Los Angeles, but the courses are not exact. L. Suekawa provided an articulation agreement between CSU Los Angeles and El Camino College which explains the Foundation transfer program. Under this program, a maximum of 23 semester units (35 quarter units) of lower division CSU transferable community college work may be applied for students who have completed a two-year Community College program in Computer Aided Design, Electronics, Manufacturing Technology, Power/Energy/Transportation, or a similar Technology-oriented program.

The committee recommended changes in the conditions of enrollment as follows:

1. Welding 10A: remove conditions of enrollment
2. Welding 10B: Recommended Preparation Welding 10A
3. Welding 10C: Prerequisite Welding 10B with a minimum grade of C or equivalent

Chair Lipe called a motion to approve the welding course proposals and recommended conditions of enrollment changes for Welding 10A, 10B, and 10C. L. Kjeseth moved, V. Nemie seconded, and the motion passed unanimously.

#### Welding 40A, 40B, and 40C

The Welding Department is also proposing to replace Welding 40 (formerly Welding 40abcd) with Welding 40A, 40B, and 40C. CSU/UC transferability is also a concern. Welding 40B has parallel courses at California Community Colleges and to out-of-state colleges, but parallel courses could not be located at CSU/UC colleges. In comparison, California Community Colleges were identified for Welding 40A and 40C, but parallel courses were not identified at the CSU/UCs or out-of-state college system.

The committee recommended the following changes:

1. Welding 40A: remove conditions of enrollment
2. Welding 40B: Recommended Preparation Welding 40A
3. Welding 40C: Prerequisite Welding 40B with a minimum grade of C or equivalent.
4. Edit Catalog Description for Welding 40C: Change “in which” to “that”.

Chair Lipe called a motion to approve the welding course proposals and recommended conditions of enrollment changes for Welding 40A, 40B, and 40C. E. French-Preston moved, W. Brownlee seconded, and the motion passed unanimously.

#### Welding Associate in Science Degree and Certificate of Achievement

In addition, the committee advised the Welding Department to include a “recommended electives” statement in the degree program of study in case a waiver is requested for Welding

10A or 40A, such as “Students granted course credit for Welding 10A or Welding 40A may take an elective to satisfy the unit requirement for the degree and certificate.”

A motion was made to approve the proposed changes to the Welding degree and certificate program with the condition to include the “recommended electives” statement. D. Shrader moved, V. Nemie seconded, and the motion passed unanimously.

Architecture Associate in Science Degree

The division deans and faculty have made a decision to place Environmental Technology 165 with the electives and maintain total units at 35-36 units.

Architecture Certificate of Achievement

The division deans and faculty have made a decision to remove the general requirement of English A and include Environmental Technology 165 with the electives, reducing total unit range from 35-39 to 35-36 units.

Chair Lipe called a motion to approve the proposed changes to the Architecture degree and certificate. E. French-Preston moved, V. Nemie seconded, and the motion passed unanimously.

**Health Sciences and Athletics**

Physical Education 20abc, 21abc, 57abc, 58abc, 75abc, and 76abc

The Physical Education Department is proposing changes to physical education courses with descriptive titles containing specific gender. Removing the word "Women's" or “Men’s” from descriptive titles will allow the district to maximize enrollment and provide equal opportunity for athletic participation without issues of fill rate or course cost. The committee recommended a hyphen be added between "Off-Season" in descriptive title for consistency.

A motion was called to approve the Physical Education courses including changes to the conditions of enrollment. L. Kjeseth moved, D. Pahl seconded, and the motion passed unanimously.

**CURRICULUM REVIEW - Standard Technical Review/Consent Agenda Proposals**

The committee discussed the unresolved issues and concerns that were raised during the Standard Technical Review process and made the following recommendations:

**Natural Sciences Division**

Geology 15 – Natural Disaster

Consider replacing textbook with the 2014 4<sup>th</sup> edition of Keller & DeVecchio's Natural Hazards.

Mathematics 130 – College Algebra

The Mathematics Department concurred with the committee to include a “note” under the catalog description to reference Mathematics 130 as a preparatory course for Mathematics 160. Chair Lipe called a motion to approve the referenced note including changes to the conditions of enrollment. D. Pahl moved, W. Brownlee seconded, and the motion passed unanimously.

## **Fine Arts Division**

### Music 215B – Music History/Literature

Remove English 84 reading objective from the matching skill - Writing an Essay.

### Music 259abcd – Music Production Workshop

1. Change laboratory hours from 3.00 hours per week to “3.00 hours per week TBA”.
2. Consider adding the words "and intercollegiate competition" at the end of course objective #7 listed in section II Outcomes and Objectives.

### Music 265abcd – Symphonic Band

Reduce independent study hours per week to 2 hours to coincide with the 1.5 unit value of the course.

Chair Lipe called a motion to approve the other eight Standard Technical Review/Consent Agenda Proposals and all amended recommendations made by the committee. V. Nemie moved, W. Brownlee seconded, and the motion passed unanimously.

In addition, a motion was made to approve the course inactivations. W. Brownlee moved, L. Kjeseth seconded, and the motion passed unanimously.

The committee reviewed the proposed course number changes for the film and photography courses. Course reviews will be conducted during the six year review. A motion was called to approve the course number changes. D. Pahl moved, E. French-Preston seconded, and the motion passed unanimously.

## **Full Program Review**

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

1. Architecture Associate in Science Degree
2. Architecture Certificate of Achievement
3. Welding Associate in Science Degree
4. Welding Certificate of Achievement

## **Full Course Review**

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

1. English 50RWA (ENGL 50RWA)
2. Welding 10A (WELD 10A)
3. Welding 10B (WELD 10B)
4. Welding 10C (WELD 10C)
5. Welding 40A (WELD 40A)
6. Welding 40B (WELD 40B)
7. Welding 40C (WELD 40C)
8. Physical Education 20abc (PE 20abc)
9. Physical Education 21abc (PE 21abc)
10. Physical Education 57abc (PE 57abc)
11. Physical Education 58abc (PE 58abc)
12. Physical Education 75abc (PE 75abc)

13. Physical Education 76abc (PE 76abc)

**Standard Review/Consent Agenda Proposals**

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

1. French 2 (FREN 2)
2. French 3 (FREN 3)
3. Geology 15 (GEOL 15)
4. Mathematics 130 (MATH 130)
5. Music 215B (MUSI 215B)
6. Music 259abcd (MUSI 259abcd)
7. Music 262abcd (MUSI 262abcd)
8. Music 263abcd (MUSI 263abcd)
9. Music 265abcd (MUSI 265abcd)

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

1. English 50RR (ENGL 50RR)
2. English 50WW (ENGL 50WW)
3. Journalism 2 (JOUR 2)
4. Music 103 (MUSI 103)
5. Music 208A (MUSI 208A)
6. Music 208B (MUSI 208B)
7. Music 560 (MUSI 560)
8. Music 561 (MUSI 561)
9. Music 562 (MUSI 562)
10. Music 563 (MUSI 563)
11. Music 576 (MUSI 576)
12. Physical Education 25abc (PE 25abc)
13. Physical Education 26abc (PE 26abc)
14. Physical Education 125abc (PE 125abc)
15. Physical Education 126abc (PE 126abc)
16. Physical Education 130abc (PE 130abc)
17. Physical Education 131abc (PE 131abc)
18. Welding 21 (WELD 21)

The following course number changes were approved and are ready for final action:

1. Film 110 (formerly FILM 1)
2. Film 113 (formerly FILM 3)
3. Film 114 (formerly FILM 4)
4. Film 120 (formerly FILM 20)
5. Film 121 (formerly FILM 21)
6. Film 122 (formerly FILM 22)
7. Film 124 (formerly FILM 24)
8. Film 128 (formerly FILM 28)
9. Film 151 (formerly FILM 51)
10. Film 152 (formerly FILM 52)
11. Film 153 (formerly FILM 53)
12. Film 154 (formerly FILM 54)

13. Film 232 (formerly FILM 32)
14. Film 234 (formerly FILM 34)
15. Film 236 (formerly FILM 36)
16. Photography 101 (formerly PHOT 51)
17. Photography 102 (formerly PHOT 1)
18. Photography 106 (formerly PHOT 10)
19. Photography 202 (formerly PHOT 2)
20. Photography 203 (formerly PHOT 3)
21. Photography 204 (formerly PHOT 4)
22. Photography 206ab (formerly PHOT 11ab)
23. Photography 223A (formerly PHOT 23A)
24. Photography 223B (formerly PHOT 23B)
25. Photography 254 (formerly PHOT 54)
26. Photography 257 (formerly PHOT 57)

### **CHAIR'S REPORT**

Chair Lipe thanked the committee for their accomplishment in reviewing over 200 courses despite their busy schedules. If anyone is interested in receiving 4 hours of flex credit for serving on the committee, you may log onto the Professional Development Reporter to record your hours.

### **ADVISORY REPORT**

Q. Chapman provided a handout of the revised Curriculum Review Timeline for spring 2014 which listed the names of the faculty floating representatives assigned to support the Standard Technical Review Subcommittee. A copy of the revised timeline will be emailed to division deans.

L. Suekawa informed the committee the Chancellor's Office will reject any AA-T degree if courses do not have an approved Course Identification Descriptor (C-ID).

### **ADJOURNMENT**

Chair Lipe called for a motion to adjourn the meeting. L. Kjeseth moved, D. Pahl seconded, and the motion was carried. The meeting was adjourned at 4:20 p.m.

Educational Policies Committee

Agenda

Date: 2/25/14

Time: 1:00-2:00pm

Location: MBA 130C

Members :

Rosemarie Cervantes, Susan Taylor, Lori Suekawa,  
Christina Gold, Alice Martinez, Jean Shankweiler, Kathryn Hall, Mark Fields

**Minutes from 2/11/14:**

*Members present:* Rosemarie Cervantes, Susan Taylor, Lori Suekawa, Christina Gold, Alice Martinez, Jean Shankweiler, and Mark Fields

AP/BP 4040 Library – minor changes made to BP and will now go to the deans

BP/AP 4050 Articulation –

BP: Changes made to academic senate statement and Title V code reference added. Ed Policies suggests removing all of paragraph two that was suggested.

AP: Lori S. brought forward procedure changes. Template was looked at. Our AP covers this. Jean to make changes and bring back for final reading.

BPAP/ 4240 Academic Renewal – Lori will bring AP 4240 before the counselors for any suggested changes. Chris Gold to discuss with Jeanie issue of Handout from Admissions and Records not reflecting the current AP 4240.

BP/AP 4250 Probation, Dismissal and RE-admittance – Sent to Deans 2/10. Back from deans on 2/11. Will be put on our next agenda after members have time to read over this policy as it is long.

*The following are before Academic Senate or about to be, dates are listed :*

- 1) BP/AP 3200 Accreditation Policy – 2/18 – second reading
- 2) BP/AP 4021 Program Discontinuance – 2/18
- 3) BP/AP 4027 Administration of Relations - 3/4
- 4) AP 2510 – Collegial Consultation – 3/4
- 5) AP 7160 Professional Development – on it's way to the board

**Next Meeting:**

- 1) BP/AP 4250 Probation, Dismissal and RE-admittance
- 2) AP/BP 4040 Library – if back from the deans
- 3) BP/AP 4050 Articulation – Jean to bring back with changes for another reading.
- 4) BP/AP 4240 Academic Renewal – if back from counselors

*New Items:*

- 5) BP/AP 4115 – Limitation to Remedial Coursework
- 6) BP/AP 4228 – Independent Study

**Faculty Development Committee Meeting**  
**Meeting Minutes for Tuesday, 11<sup>th</sup> February 2014, in Library West Basement**

**Committee Members**

<b>Name</b>	<b>Abbreviation</b>	<b>Division</b>
Florence Baker	(FB)	Behavioral and Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio**	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe**	(CS)	Learning Resources
Evelyn Uyemura	(EU)	Humanities

\*\*Committee Co-Chairs

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

**Present:** F. Baker, K. Daniel-DiGregorio, B. Halonen, D. Manno, S. Otsuji, M. Steinberg, C. Striepe, E. Uyemura

**Spring 2014 Meetings:** January 28<sup>th</sup>, February 11<sup>th</sup> & 25<sup>th</sup>, March 25<sup>th</sup>, April 8<sup>th</sup> & 22<sup>nd</sup>.

**AGENDA**

- **Ongoing projects**
- **Getting the Job Series Part 2: The Interview – Planning and Progress**
- (CS) reported that interest in the workshop is strong, with 36 registrants. The panel will include Rose Ann Cerofeci, Gabriella Fernandez, Briita Halonen, Rory Natividad, and Kevin Degnan.
- **Academic Rank - Progress**
- (DM) and (KDD) provided an updated draft of the academic rank information statement which was further revised by the committee (see attached). The committee decided to revise the statement so that it is consistent with the language of the faculty contract. The committee benefits tremendously from the expertise and input from Humanities instructors -- (BH), (SO), and (EU) -- who assisted in improving the accuracy and clarity of the document. The committee discussed the fact that the current criteria for assistant and associate professor are redundant and solved the problem by streamlining titles and criteria. The committee agreed that the term “instructor” is a better fit for adjunct faculty than “lecturers,” given the emphasis on student engagement and active learning. The committee reviewed faculty the salary schedule and agreed that it is acceptable if



the step and class levels used to delineate the academic ranks do not coincide with salary-related milestones. Additional questions raised included:

- Should rank focus more on educational attainment than on years of service, as it does currently?
- Should the associate professor rank be eliminated so all tenured faculty are professors?

(DM), (KDD), and (CS) will investigate the topic further and report back to the committee.

- **Faculty Book Club – Update**

(SO) and Sue Ellen Warren continue to spearhead the Faculty Book Club and have chosen the book for this semester: Real Talk for Real Teachers: Advice for Teachers from Rookies to Veterans: "No Retreat, No Surrender!" by Rafe Esquith who was the keynote speaker at the Cerritos iFalcon Conference. Some faculty have expressed an interest in moving the meeting day from Friday. (SO) will survey past participants to determine the best meeting time. (BH) suggested using Doodle, an online scheduling tool.

- **Spring Flex/Professional Development – Presentations feedback**

(DM) shared suggestions for future Professional Development/Flex Day Programs, gathered at the Spring 2014 Flex Day (attached).

- **Compton College membership – Update**

- (CS) reported that she was working with Michael Odanaka of the Compton Center to identify a colleague to represent the center on the FDC. (DM) noted that the center has established their own faculty development committee, so it was suggested that if a representative isn't found, the chairs of the committees could liaise and possibly share meeting minutes.

- **Academic Senate Student Success Showcase: Programs and Practices**

- The FDC assisted in the coordination of the Senate's first Showcase: Programs and Practices, featuring the Anthropology Department. The committee was invited to make suggestions, specifically in Industry and Technology. The Showcase allows programs which are especially effective in demonstrating the Six Success Factors to discuss their programs. (BH) mentioned the basic skills intervention being coordinated by Sara Blake in which counselors are linked to English classes.

- **The following topics were tabled:**

- Outstanding Adjunct Award – Fundraising Effort
- On Course 2014 National Conference

Thursday, April 24, 2014 - Saturday, April 26, 2014  
Hilton Orange County/Costa Mesa (Los Angeles area)

**KDD 2.11.14**

Current Statement:

*From the ECC College Catalog 2013-14 (pg278)*

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

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

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

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

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

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

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

**Proposed Academic Rank Information Statement:**

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

**Instructors** are adjunct and temporary faculty.

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

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

**Professors** are tenured faculty in Class V who have achieved Step 10 or above, or Class I-IV who have achieved Step 13 or above.

**Professors Emeritus** are faculty who retire in good standing.

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

**Spring 2014 Flex Day– January 16, 2014**  
**Suggestions for Future Professional Development/Flex Programs**

**New Tools and Features in Etudes**

- None
- How to improve faculty morale (mandatory for the administration) and how the administration can contribute to student success: facilities that are maintained, classrooms that work for students, valuing the students and faculty. Just a thought.
- More Etudes!!

**Managing Hostile Behavior**

- Why wasn't there an opportunity to discuss working conditions and faculty compensation? These issues are central to faculty morale and should be provided on a regular basis-given six years of massive discontent.
- Dealing with troubled students
- Practicing what we learn is key to long term retention.
- it would be nice to have a workshop to show us some ways we can teach the information we learned from this workshop to our students (without scaring them)
- ECC should repeat last fall's "Active Shooter" (I think the title was something like this) presentation. Actually this flex presentation should be MANDATORY for all faculty and staff since school shootings continue to happen in the U.S.

**CTEA Application Process**

- Perhaps a workshop for those of us who are familiar with the process and a "CTEA for Beginners."

**The Honors Assignment: A Workshop for Honors Transfer Program Faculty**

- Comparisons of Honors syllabi and regular class syllabi would be interesting if not helpful as well.
- Again, having a chance to discuss and share with HTP colleagues is so valuable that I hope the program is continued.

**Open Forum with Darla Cooper**

(None)