



# Academic Senate of El Camino College 2015-2016

November 17, 2015

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

## Officers & Executive Committee

Co –Presidents  
VP Compton Educ'l Center  
Curriculum Chair  
VP Educational Policies  
Secretary

**Chris Jeffries/ Claudia Striepe**  
**Paul Flor**  
**Allison Carr**  
**Chris Gold**  
**Sara Di Fiori**

VP Finance & Special Projects  
VP Academic Technology  
Co-VPs Faculty Development  
VP Instructional Effectiveness

**Lance Widman**  
**Pete Marcoux**  
**Kristie Daniel-DiGregorio**  
**Russell Serr**

### Adjunct (1yr term)

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

### Behavior & Social Sciences

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

### Business

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

### Compton Educational Center

**Chris Halligan** 14/15  
**Paul Flor** 14/15

### Counseling

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

### Learning Resource Unit

**Moon Ichinaga** 15/16  
**Claudia Striepe\*** 15/16

### Fine Arts

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

### Health Sciences & Athletics/ Nursing

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

### Humanities

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

### Industry & Technology

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

### Mathematical Sciences

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

### Natural Sciences

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

### Academic Affairs & SCA

**Jean Shankweiler**  
**Karen Lam**  
**Jeanie Nishime**  
**Karen Whitney**

### Associated Students Organization

**Patrick McDermott**  
President/ Superintendent

**Thomas Fallo**  
Division Personnel  
**Tom Lew**

### Ex-officio positions

**Ken Key** ECCFT  
**Nina Velasquez** ECCFT

### Institutional Research

**Irene Graff**  
**Carolyn Pineda**

Dates after names indicate the last academic year of the senator's three year term, for example 15/16 = 2015/2016

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



# Academic Senate of El Camino College 2015-2016

November 17, 2015

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## SENATE'S PURPOSE (from the Senate Constitution)

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

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

### FALL 2015

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

### SPRING 2016

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

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

### FALL 2015

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

### SPRING 2016

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

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

## Committees

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

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



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER</b>		
<b>B. APPROVAL OF MINUTES</b>		6-11
<b>C. OFFICER REPORTS</b>	<b>A. President – Chris Jeffries/Claudia Striepe</b>	12-19
	<b>B. VP – Compton Education Center – Paul Flor</b>	
	<b>C. Chair – Curriculum – Allison Carr</b>	20-23
	<b>D. VP – Educational Policies – Chris Gold</b>	24-25
	<b>E. VP – Faculty Development –Kristie Daniel-DiGregorio</b>	26-29
	<b>F. VP – Finance – Lance Widman</b>	30-32
	<b>G. VP – Academic Technology – Pete Marcoux</b>	
	<b>H. VP – Instructional Effectiveness/Assessment of Learning Committee &amp; SLOs Update – Russell Serr</b>	33-36
<b>D. SPECIAL COMMITTEE REPORTS</b>	<b>A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime</b>	
<b>E. UNFINISHED BUSINESS</b>	<b>A. Election of Officers and Senators – Pete Marcoux</b> Call for nominations.	
	<b>B. BP/AP 4240 – Academic Renewal – Chris Gold</b> This is a clean-up and Title 5 update for this policy and procedure, and this is the second reading and will be brought to a vote.	37-39
	<b>C. A/P 5530 – Student Rights and Grievances – Chris Gold</b> This procedure has updated language regarding student rights and grievances. There is no corresponding board policy. This will be brought back after further discussion with William Garcia and the Union.	

<p><b>F. NEW BUSINESS</b></p>	<p><b>A. BP/AP 3710 - Securing of Copyright – Chris Gold</b> This is a new policy and procedure that was brought forward by the Copyright Committee. This will be the first reading.</p> <p><b>B. BP/AP 3750 – Use of Copyrighted Materials – Chris Gold</b> These are revisions of the policy and procedures for use of copyrighted materials. There is no CLCC template for the policy; however, we are keeping the policy with one revision. The procedure has been updated to clarify the Fair Use Checklist. This is a first reading.</p>	<p>40-44</p> <p>45-55</p>
<p><b>G. INFORMATION ITEMS – DISCUSSION</b></p>	<p><b>A. Idania Reyes - SEP</b></p>	<p>56-59</p>
<p><b>H. FUTURE AGENDA ITEM</b></p> <p><b>I. PUBLIC COMMENT</b></p> <p><b>J. ADJOURN</b></p>	<p><b>A. Lori Suekawa – CI-D and Assist</b></p>	

**Senate Goals**

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

ACADEMIC SENATE ATTENDANCE  
November 3, 2015

**Adjunct (1 year)**

Dustin Black XX  
Karl Streipe XX

**Behavioral & Social Sciences**

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

**Business**

Phillip Lau XX  
Josh Troesh XX  
Nic McGrue XX

**Counseling**

Yamonte Cooper EXC  
Chris Jeffries EXC  
Rene Lozano XX

**Fine Arts**

Ali Ahmadpour SAB  
Chris Wells XX  
Russell McMillin XX  
Vince Palacios XX  
Daniel Berney

**Health Sciences & Athletics**

Russell Serr XX  
Robert Uphoff EXC  
Andrew Alvilar XX  
Tracy Granger XX  
Colleen McFaul XX

**Humanities**

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

**Industry & Technology**

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

**Learning Resources Unit**

Moon Ichinaga XX  
Claudia Striepe XX

**Mathematical Sciences**

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

**Natural Sciences**

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

**Academic Affairs & SCA**

Jean Shankweiler XX  
Karen Lam  
Jeanie Nishime XX  
Karen Whitney

**Assoc. Students Org.**

Brianna Thomas  
Stephanie Pedrahita

**Compton Education Center**

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

**Division Personnel**

Connie Fitzsimons

**Ex-Officio Positions**

Ken Key (ECCFT)  
Nina Velasquez (ECCFT)

**Curriculum Chair**

Allison Carr XX

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

Jackie Sims XX  
Carolyn Pineda XX  
Hiram Hironaka (CTE) EXC

November 3, 2015

Academic Senate Meeting

Meeting Began 12:36

1. Last meeting Minutes:
  - a. Excuse Chris Wells from last meeting
  - b. Add to page 1: Under Group “suggested” rather than request.
  - c. Minutes accepted as amended
2. Officer Reports:
  - a. President:
    - i. **College Council:** - see minutes in packet pgs 12-14. Talked about the large hiring numbers anticipated across the state this year. California expecting to hire 1,100 and the LACCD to hire 250. HR is working hard to get our job announcements out asap to be ahead of this hiring curve. Our FON is at 342 and we are always a bit over. L. Beam also reported some mid-semester retirement announcements that will be in the next BOT packet. Training of new EERs by Janie Ishikawa was well attended – these new EERs will allow the process to move along speedily.
    - ii. **Facilities Steering Committee:** see minutes in packet pgs 15-16
    - iii. **Accreditation Team Visit:** Thanks to all who turned out for the meetings with the 4 person team last Thursday. Their main concerns (based on the questions I heard) was how information on issues is communicated from the top on down.
    - iv. **New ECC President Announcement:** Dr. Dena Maloney. Will be announced by the BOT at next meeting Nov 16<sup>th</sup>, she will likely be present, if anyone is interested in attending the meeting to meet her. Dr. Fallo’s contract runs through Jan 31<sup>st</sup>, and Dr. Maloney’s contract begins Feb 1<sup>st</sup>. Also L. Beam is working with PD and FDC to maybe run a slightly different Spring Flex Day to mark the transition from one President to another.
      1. Widman commented that accred wants to see communication; however, the survey wants us to cut back on VP reports which are vital part of the communication process.
      2. Ihinaga- asked if past senators can orient the new senators.
    - v. **DID You Know? Series**
    - vi. **Collegial Consultation Committee Annual Evaluation: Academic Senate.** see results pgs 17 - 21 . Discussion points.
    - vii. Thanks to the 23 senate members who completed the survey.
    - viii. **High Points:**
      1. **Most responses positive...**in the excellent, very good, or mostly good range.
      2. Senators feel **we are accomplishing our stated purpose and asserting faculty voice** on campus and most (21/23) felt we do this in an excellent to good way.
      3. 91% feel Senate is **addressing the right issues.**
      4. **Areas for Improvement:**
      5. Many senators feel the **lack of an orientation** to Senate. This can be an area to address in the future, however what makes this a difficult area is

*that it is hard to get senators together outside of meeting times due to disparate schedules. Also we tried some alternate methods of orientation for new senators and as a refresher/reminder for long-standing senators - as in the "DID YOU KNOW ?" series, but this did not seem to resonate as an effective means of orientation.*

6. *Many decried the **time taken up by officer reports and want more time for discussion**. Noted, but remember the officers are reporting out on issues that do affect your constituents. Also the meetings are not the only avenue for discussion – discussion can be continued online with all or with select "experts". Some suggested changing the order of the agenda...and we will try this in Spring.*
7. *Please send further comments to Chris or Claudia – especially if you have good ideas re: orientation for new members.*
8. *M.Ichinaga suggested the outgoing senators in each department orient the new senators as elected. We will follow up on this suggestion.*

b. VP- Curriculum:

- i. *Busy time of the semester for the Committee as they try and finish things up. A. Carr reminded all that the 2015 Curriculum Regional meeting is on Nov 14<sup>th</sup> at Mt. SAC – all are invited to attend, or you can mail A. Carr if you want her to discuss any curriculum issues on your behalf. M. Mata brought up a Math. Department issue re: the currency of the ECC curriculum webpage and materials. A. Carr demonstrated how to get to Curricunet via the ECC webpage. It was noted that the area is being worked on and all should be up-to-date by Summer. Faculty wishing to propose new courses should first meet with A. Carr and Q. Chapman*

1. *Last two official CCC meetings. Not only does CCC have to deal with ECC issues, but also things at the state level.*
2. *If you have questions about the process, Nov 14<sup>th</sup> is a ??? meeting that will answer your questions*
3. *Questions about the CCC web page which is out of date. Carr showed the Senate how to access the up to date material through Curricunet.*
4. *Working on adopting procedures to update the current practices.*

c. VP Education Policies

- i. *see NEW BUSINESS.*

d. VP Faculty Development

- i. *The "Getting the Job" workshop Part 1 is coming up Friday Nov 6<sup>th</sup>, please RSVP by Wednesday for lunch count purposes. The FDC will be meeting this week to review the Outstanding Adjunct Award nominations and the winner will be announced at the Dec. Senate meeting. Thanks to all who completed the Faculty Needs Assessment survey – there is still time to do so if you are a little late.*

1. *Filming the Workshop*

e. VP Compton

- i. *Pleased to report an increase in CEC SLO completion from 54% to 84%. A visiting Partnership Resource team, courtesy of the Chancellor's Office Institutional*



*Effectiveness Partnership Initiative, is at the CEC to aid with Accreditation and Self-Evaluation.*

- a. Respond to SLO completion rate- 54%. Improved to 84%. Still have 26 SLOs outstanding.
  - b. Thursday- meeting with partnership resource team. How to proceed with Self accreditation.
- f. VP Institutional Effectiveness
- i. Spring 2015
  - ii. Communication ILO Data
  - iii. Adjunct SLO/PLO Best Practices
  - iv. ALC Handbook new members
  - v. Fall 2015
  - vi. Complete ILO report/Implement Actions
  - vii. Plan Critical Thinking ILO
  - viii. TracDat Training Materials
  - ix. Follow-up procedures
  - x. Program Review
    - 1. Spring 2015
    - 2. Completed 8 of 9 full 4 year program review
    - 3. Completed 10 of 10 CTE 2 year program review
    - 4. Fall 2015
    - 5. 12 scheduled full 4 year program review
    - 6. 5 scheduled CTE 2 year program review
  - xi. SLO/PLO Assessments
    - 1. Spring 2015
    - 2. El Camino SLO 464/480 = 97%
    - 3. El Camino PLO 21/30 = 80%
    - 4. Compton SLO 136/162 = 84%
    - 5. Compton PLO 3/10 = 30%
    - 6. Fall 2015
    - 7. El Camino 463 SLOs scheduled for assessment
    - 8. El Camino 36 PLOs scheduled for assessment
- g. VP-Finance
- i. pp. 45-46, 9/17 PBC Minutes: Planning Priorities, please note the planning process, bottom up from Department to Division to VP. Also note the \$500,000 augmentation for supply budgets.
- h. VP Tech.
- i. Invited CTO to next meeting
3. Special Committee Reports
- a. VP Academic Affairs
    - i. *Commented on the augmented supply budget, and noted the allocations to Divisions and departments should be out by the end of the week. Most augmentations were the result of department program plans. Dr. Shankweiler*

*also clarified some numbers related to new faculty hiring as raised by M. Ichinaga. 16 new hires for next Fall, plus 6 “carry over” hires, plus 6 additional counselors via SSSP funding.*

- b. VP Student Service
  - i. *Expressed satisfaction with the Accreditation team follow-up visit. Their focus was to follow-up on whether we were indeed linking planning to budgeting, and how well we were actualizing shared governance as defined in the Making Decisions at ECC document. They seemed satisfied on all counts. We can expect a draft report soon, and then the final report in January. Dr. Nishime also noted that all consultation committees are expected to have a web page, and these could be linked from the Senate web page. We must make the pages easier to find. Dr. Nishime has a template all areas can use. And, due to the amount of work to get this running, some web support from Dr. Shankweiler’s office is promised.*
- 4. Unfinished Business
  - a. **AP4040-Library Services-C. Striepe**
    - i. *Pgs 68- 70 in packet. This revision updates the AP to reflect current practice by deleting the Library Advisory Committee, which the librarians feel is a duplication of the already long existing library liaison service where most library/faculty collaboration occurs. Attendance at the LAC is low and lacks participation from all Divisions. **Second reading and vote.** Motion made and seconded by P. Marcoux and R. Wells. Vote passed, one abstention.*
  - b. **AP 5530 – Student Rights and grievances – C. Gold**
    - i. *Pgs 29 – 42 in packet. This procedure has updated language regarding student rights and grievances. There is no corresponding Board Policy. Our first reading generated much discussion. **This will be brought back** after further discussion with William Garcia and the Union.*
  - c. **Minimum Qualifications – C. Striepe**
    - i. *Pgs 23-40 in packet. Changes and Updates. Several areas noted desired changes/updates. Dr. Perez agreed to continue monitoring the changes. The list will be revisited after 6 months to ensure we remain in compliance. Some requested changes can be noted in the job postings under the “Desirable Qualifications” category.*
- 5. New Business
  - a. **BP/AP 4240 – Academic Renewal – C. Striepe**
    - i. *This is a clean-up and Title 5 update for this policy and procedure. This is the first reading. *Some discussion..these questions will be passed back to the Ed Policies Committee so that the document can be refined for clarity if necessary. This will return for a second reading and vote at the Nov 17<sup>th</sup> Senate meeting. Please contact Dr. Gold or the Ed Policies committee members if you wish to comment further.**
- 6. **Information Items/ Special Reports**
  - a. **Responsible Employee Discussion – Jaynie Ishikawa**

i. *J. Ishikawa came to the meeting to answer questions from the Senators on the role/duties/expectations of being a responsible employee. Lively discussion and many good questions. J. Ishikawa agreed that a statement in a syllabus alerting students that revelations via talking, in an essay or class exercise, would need to be reported to the Title IX officer, might be appropriate. J. Ishikawa will draft a “template” example statement faculty can use. Also documenting interactions with students is a good idea in case questions come up later. J. Ishikawa urged faculty not to get too caught up in the possible scenarios, but think of the big picture of helping students in need. However, there are still questions from faculty on faculty rights, student rights, etc. Please contact J.Ishikawa with questions, or arrange for her to come to your department for more training.*

**b. Area C Resolutions – Chris Wells**

- i. *C. Wells attended the Senate Area C meeting, and with C. Striepe, will be attending the State Plenary this week. C. Wells wanted to get senate feeling on how Senators felt about endorsing Resolution 2.02 re: the Chancellor’s report critical of the ACCJC Accreditation, especially as it might be against the ECC BOT resolution in favor of the ACCJC. A straw poll showed that the ECC and CEC senators present supported the Chancellor’s report.*
- ii. *Resolution 7.0 re: collecting /not collecting and disaggregating data on gender issues – this one may be rewritten.*

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

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

Present: Linda Beam, Cindy Constantino, Paul Flor, Ann Garten, Irene Graff, Vishu Gupta, Jo Ann Higdon, Chris Jeffries, David McPatchell, Jeanie Nishime, Jean Shankweiler, Claudia Striepe

1. Minutes – October 26, 2015 minutes were approved as presented.
2. Policies and Procedures: Ms. Beam will present HR policies and procedures at the next meeting.
3. Accreditation: Dr. Nishime reported that the follow-up visit went well and thanked those who were able to meet with the team member last Thursday. Ms. Higdon felt that her meeting with Dr. Curry, Mr. Lopez and an accreditation team member regarding the Compton portion also went very well.
4. New Superintendent/President – Dr. Dena Maloney: The Board action will be presented at the November meeting. It is anticipated that Dr. Maloney will attend that meeting. Her start date will be February 1, 2016.
5. Faculty Hires: New faculty positions have been identified and Human Resources is in the process of posting all those positions. Ms. Ishikawa is conducting a training session for additional EER representatives.
6. Other:
  - a) Meeting with IEPI Group: The first visit will take place on November 5 at 8:00 a.m. and will address various questions regarding accreditation and self-evaluation.
  - b) Student Activities:
    - Vegan Day on Monday, November 9 – Food from the Veggie Grill will be available in front of Library lawn.
    - Poetry Slam auditions will be held on November 10 and 11.

**Collective Comments Received by the California Community Colleges Chancellor's Office**  
Pertaining to Chancellor's Accreditation Task Force from Organizations

**Letters in Support of the Chancellor's Task Force on Accreditation**

Academic Senate for California Community Colleges Executive Board [endorsement]  
Three California Community Colleges Chief Instructional Officers (CIOs) [endorsement]  
California Community College Independents (CCCI) [endorsement]  
California School Employees Association (CSEA) Chapter 167 [endorsement]  
California Federation of Teachers [endorsement]  
Community College Council of the California Federation of Teachers [endorsement]  
American Federation of Teachers Guild, Local 1931 C San Diego and Grossmont-Cuyamaca  
Community Colleges [endorsement]  
Community College Association (CCA) of California [endorsement]  
Community College League of California CCCT [endorsement]  
Community College League of California CEOCCC [endorsement]  
Faculty Association of California Community Colleges (FACCC) [endorsement]  
Student Senate for California Community Colleges [endorsement]  
Thomas Hamilton, President of Long Beach Council of Classified Employees AFT Local 6108

**Letters of No Position on the Chancellor's Task Force on Accreditation**

Association of Chief Business Officials (ACBO) [no position]  
California Community Colleges Chief Student Services Administrators Association  
(CCCCSSAA) [no position]

**Examples of Letters Received**

**California Federation of Teachers**

The following organizations support the Chancellor's Accreditation Task Force Report and urge the Board of Governors to **move forward with the recommendations contained in the report**: California Federation of Teachers, Community College Council of the California Federation of Teachers, American Federation of Teachers Guild, Local 1931 C San Diego and Grossmont-Cuyamaca Community Colleges

**Academic Senate for California Community Colleges**

October 9, 2015

Dear Chancellor Harris,

I am writing to inform you that the Executive Committee of the Academic Senate for California Community Colleges **unanimously supports** the report of the Chancellor's Office 2015 Task Force on Accreditation **and the recommendations** contained within that report.

At its regular meeting on September 11, 2015, the Executive Committee of the ASCCC engaged in an extensive and thoughtful discussion of the task force report. Various issues were raised

regarding the potential impact of the report, but the tenor of the discussion was clearly supportive of the report's conclusions.

At its following meeting on October 2, 2015, the Executive Committee took a formal vote regarding support for the task force report. The motion passed with one abstention and with no votes against.

David Morse, President Academic Senate of the California Community Colleges

**CALIFORNIA COMMUNITY COLLEGES CHIEF INSTRUCTIONAL OFFICERS**

October 29, 2015

Dear Chancellor Harris,

The California Community College Chief Instructional Officers met in San Diego on October 29 for its Fall 2015 Conference. At that meeting the organization **voted overwhelmingly to support the recommendations** of the Chancellor's Office Accreditation Task Force.

Respectfully,  
Dr. Irene Malmgren  
President CCCCIO

**California Community College Independents (CCCI)**

Representing faculty at the following colleges: Allan Hancock, Contra Costa, Chabot-Las Positas, Foothill-De Anza, MiraCosta, Ohlone, Pasadena, Rancho Santiago, Redwoods, Santa Barbara, Santa Monica, Santa Rosa. Yosemite

November 2, 2015

Dear Chancellor Harris:

At its Fall 2015 Conference, on Saturday, October 24, 2015, the California Community College Independents (CCCI) **voted unanimously** to endorse the 2015 Accreditation Task Force Report **and its recommendations**.

CCCI looks forward to working with the Chancellor and the California Community College Board of Governors to address the continuing problems with the accreditation process under the Accreditation Commission for Community and Junior Colleges (ACCJC).

Sincerely,  
Richard Hansen, CCCI President

**COMMUNITY COLLEGE LEAGUE OF CALIFORNIA**

28 October 2015

Dear Chancellor Harris:

On the important matter of the future of accreditation of California's 113 Community Colleges, and in direct response to the work of the California Community Colleges Chancellor's Office

Accreditation Task Force, both the Trustee and CEO Boards of the Community College League of California have **unanimously endorsed the following motions.**

At its meeting on September 11 & 12, 2015, the California Community College Trustees (CCCT) Board unanimously adopted the following motion:

"...to endorse the report of the Chancellor's Task Force on Accreditation...and noted that the board **endorses the report** and its focus on continuing a statewide dialogue. The board's priority is to have an accreditation process that functions to support student success and is consistent with the standards of four-year universities.

At its meeting on October 23, 2015, the Chief Executive Officers of the California Community Colleges (CEOCCC) Board unanimously adopted the following motion:

"Move to **endorse and support** the Task Force report to explore any and all options. including a recasting of the current accrediting agency, to result in an improvement of the accrediting process. This body [CEOCCC Board] and the CEOs we represent commit to supporting the process to seek this new model of accreditation.@

Respectfully submitted,  
Larry Galizio, Ph.D.  
President/CEO, Community College League of California

#### **COMMUNITY COLLEGE ASSOCIATION**

October 27, 2015

Dear Chancellor Harris,

The Community College Association is composed of 42 chapters made up of faculty teaching at community college districts in California. Our statewide governance body, the Community College Association Council, met on October 18 and discussed the recommendations of the 2015 Accreditation Task Force. Our members **unanimously endorsed** the recommendations of the Task Force, either to join with the Western Association of Schools and Colleges Senior College and University Division or to explore affiliation with another regional accrediting agency.

We hope that our support furthers the goal of returning to the collegial and supportive accreditation process enjoyed by the rest of the nation.

Sincerely,  
Dr. Lynette Nyaggah  
President, Community College Association of California  
An affiliate of the California Teachers Association and the National Education Association

#### **California School Employees Association**

October 30, 2015

Dear Chancellor Harris,

We have read the Report of the 2015 Accreditation Task Force and we **wholeheartedly endorse the Recommendations** of the Task Force, specifically to either join with the Western

Association of Schools and Colleges Senior College and University Division or to explore affiliation with another regional accrediting agency.

Classified employees play a vital role in the success of any college. A successful accrediting agency should seek to collaborate with classified employees and ensure that they are equitably included throughout the accreditation process. This has not been our experience with ACCJC.

Sincerely,  
Rodney Lusch  
President, Chapter 167, California School Employees Association

Resolution in Support of the Recommendations of the Chancellor's Accreditation Task Force  
2015

Whereas: The U.S. system of regional accreditation continues a long tradition of providing essential guarantees of quality in America's post-secondary institutions; a spirit of collaboration and mutual respect between the regional commissions and their member institutions is essential to the success of the system of accreditation; and a shared focus on the needs and interests of students is primary and vital to preserve, and

Whereas: Over the last decade, the relationship in the Western Region between the Accrediting Commission for Community and Junior Colleges (ACCJC) and California's 112 community colleges has **changed from one of constructive collegiality to one in which the member colleges increasingly report antagonism, intimidation and fear**, and

Whereas: The ACCJC levels sanctions against California community colleges at a rate that is 400% of the sanction levels seen in other regions and in four-year California institutions,

Whereas: Concerns about the changed nature of the relationship between the ACCJC and many of its member institutions have been documented by resolutions, articles and complaints prepared and approved by leading statewide organizations of professional educators, including the Community College Council of the California Federation of Teachers (CCC-CFT), the Community College Association of the California Teachers Association (CCA-CTA), the California Community College Independents (CCCI), the Faculty Association of the California Community Colleges (FACCC) and the Academic Senate for the California Community Colleges (ASCCC),

Whereas: Many Administrative, Trustee, Support Staff and Student Groups have joined faculty in expressing concern about the actions of the ACCJC,

Whereas: The growing concerns regarding the ACCJC have led to a review of the ACCJC's financial impact on community colleges by the CA Legislature's Joint Legislative Audit Committee, creation of three separate Task Forces by the California State Chancellor's office, filing of three lawsuits against the ACCJC, and multiple public statements of concern from members of California's Congressional delegation as well as state legislators, and



Whereas: The ACCJCs frequent sanctions based on the legitimate activities of trustees of Community College District Boards have raised serious concerns regarding the **free speech rights** of elected officials and the rights of voters to representation by duly elected officials, and

Whereas: Areas of non-compliance found during the ACCJCs regular review by the U.S. Department of Education prompted the DOE to continue its recognition of the ACCJC as an accrediting body for only a one-year period C in which it must demonstrate compliance C instead of the standard five-year period for renewal of recognition, and

Whereas: The 2015 Chancellor's Accreditation Task Force Report has researched and reported on the actions of the ACCJC and has recommended unanimously that the Chancellor either pursue joining the Western Association of Schools and Colleges Senior College and University Commission or affiliating with another regional accreditor,

Therefore, Be it Resolved: That California School Employees Association Chapter 167 hereby joins with our colleagues throughout the state **to express deep concern over the adversarial relationships fostered by the ACCJC**, which pose a threat to fair accreditation and access to public higher education in California, and

Be it Further Resolved: That this body stands in **strong support of the recommendations** made by the Chancellor's 2015 Accreditation Task Force Report and endorses a new model for accreditation, including options such as forming a combined single accrediting commission with community colleges joining WASC Senior College and University Commission, in keeping with the prevalent model for regional accreditation, or identifying other regional accreditors that could serve the California Community Colleges.

October 30, 2015

**FACULTY ASSOCIATION OF THE CALIFORNIA COMMUNITY COLLEGES  
(FACCC)**

October 6, 2015

Re: Task Force Report on Accreditation

Position: Support

Dear Chancellor Harris:

This letter confirms the **support** of the Faculty Association of California Community Colleges for the recently concluded report of the Task Force on Accreditation. We appreciate your leadership in this arena and look forward to working together with you on implementation of the recommendations in the report.

Sincerely,  
Jonathan Lightman  
Sharon Vogel, President

**STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

Dear Elected Officials and Representatives,

On behalf of the Student Senate for California Community Colleges (SSCCC) and the 2.3 million students within our system we would like to **fully endorse** the Chancellor's Office Task Force on Accreditation report.

We not only support the findings and recommendations within the report but we also consider it a momentous victory for our students. The **ACCJC has engaged in arbitrary, punitive and wasteful "evaluation" processes that have done more harm to the very schools it's supposed to be assisting.** This is the very agency that has crushed City College of San Francisco, forcing the sale of CCSF property, driving students away from the system, demoralizing workers and suppressing wages, and even using the accreditation process to attack CCSF elected trustees who dared speak out publicly. **Virtually every college in the state has wasted countless hours and dollars preparing to defend itself against the ACCJC onslaught, hoping to avoid being what happened to CCSF.**

That is why we would like to take this moment to celebrate and congratulate the hard work of the Chancellor's Office that will allow our system to move into a more independent and autonomous accreditation system.

Regards,  
Dahlia Salem  
SSCCC President 2015-2016

## **ASSOCIATION OF CHIEF BUSINESS OFFICIALS**

October 30, 2015

Dear Chancellor Harris:

In response to your request at the October 8 Consultation Council meeting that constituency representatives submit its position on the recently released Accreditation Task Force Report and its recommendations, the Board of the Association of Chief Business Officials (ACBO) has reviewed and discussed the findings and recommendations contained in the report and provide this letter as its collective response to your request. As is the case throughout the system, the ACBO Board's **opinions on whether or not to support the recommendations is very mixed.** However, the one common thread that connects all thirteen ACBO Board members is that the accreditation process, as it has existed, **is fraught with inconsistencies.**

The ACBO Board collectively agrees that the events leading up to the formation of the task force **redirected resources, both human and financial, at all of our community colleges; from a focus on improvement to one of survival by whatever means possible.** The ACCJC's actions greatly impacted the resources of our system during one of the most severe financial and budgetary times in the history of our state and the California community colleges.

The ACBO Board appreciates the thorough work of the task force and what we suspect were thoughtful deliberations and analysis to arrive at its recommendations. The task force consisted of trustees, CEOs, instructional, student services and faculty representatives, however, no CBO

representative was included on the task force. Therefore, **without the benefit of participation in the process**, the ACBO Board is unable to provide a position regarding the recommendations identified in the task force's final report.

However, the ACBO Board, as an interested body external to the taskforce's deliberations, respectfully requests that an accreditation process for our community colleges be one that is **focused on improvement not punishment**; on the need for colleges to be fiscally sound and viable going concerns today and in the future; and most importantly, has as its central core a commitment to **a peer process that is not politically motivated but rather a partnership of the accreditation agency and its membership colleges** to assist our colleges in doing what they do best, which is support and educate our local citizens so they can achieve their educational or career goals and become self-supporting and contributing taxpayers.

The ACBO Board appreciates the efforts you, as system Chancellor, and your staff have expended throughout the process. This Board remains committed to working with all parties to develop and provide effective training programs related to accreditation standards as they relate to the resources of our colleges, including, human, facilities, technology and financial resources; to serve on visiting teams in order to evaluate and recommend improvements that help to ensure that every community college in California continues as a going concern for the sake of its students, faculty, staff, administrators and taxpayers; and that resources support the mission, goals and objectives of our colleges and our great system of higher education.

Sincerely,  
Andrew Suleski, President  
Association of Chief Business Officials

### **California Community Colleges Chief Student Services Administrators Association**

Dear Chancellor Harris,

The CCCCSSAA Executive Board has consulted with the respective regions regarding the recommendations set forth in the 2015 Taskforce Report on Accreditation. After much thought and deliberation among the various regions, and consequently by the Executive Board, we have concluded that **we are unable to take a position that accurately reflects the voice of the membership.**

If you have any questions, please feel free to contact me. Thank you!

Sincerely,  
Angelica L. Suarez, Ph.D. President, CCCCSSAA 2015-2016

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**October 13, 2015**

**CALL TO ORDER**

Meeting called to order at 2:35 p.m. by Chair Carr.

**Members:**

*Present:* S. Bartiromo, S. Bosfield, W. Brownlee, T. Bui, A. Carr, A. Cornelio, E. French-Preston, A. Hockman, L. Houske, K. Iino, V. Nemie, D. Pahl, J. Shankweiler, A. Sharp

*Absent:* S. Rodriguez

**Ex-Officio Members:**

*Present:* Q. Chapman, P. McDermott, A. Osanyinpeju, L. Suekawa, K. Whitney, L. Young

*Absent:* M. Lipe

**Guests:** K. Daniel-DiGregorio, M. Fields, F. Hatten, G. Miranda, J. Soden, P. Sorunke

**APPROVAL OF MINUTES**

The committee approved the minutes of the College Curriculum Committee of September 22, 2015.

**VICE PRESIDENT'S REPORT**

Vice President Academic Affairs – Dr. Shankweiler – No Report

**CURRICULUM REVIEW**

**A. Full Program Review**

The committee reviewed the following program proposals, which are ready for final action:

1. Business Administration AS-T Degree
2. Construction Technology Option A.S. Degree
3. Construction Technology Certificate of Achievement
4. Engineering Technician Option A.S. Degree
5. Engineering Technician Certificate of Achievement
6. Engineering Technology Option A.S. Degree
7. Engineering Technology Certificate of Achievement
8. English as a Second Language Certificate of Accomplishment
9. French A.A Degree
10. Japanese A.A. Degree
11. Spanish A.A. Degree

## **B. Full Course Review**

The committee reviewed the following courses, which are ready for final action:

1. Automotive Collision Repair/Painting 2C (ACRP 2C)
2. Administration of Justice 133 (AJ 133)
3. English 12 (ENGL 12)
4. English 28 (ENGL 28)
5. Human Development 101 (formerly HDEV 8)
6. Human Development 105 (formerly HDEV 5)
7. Human Development 107 (formerly HDEV 20)

## **C. Standard Review/Consent Agenda Proposals**

The committee reviewed the following courses, which are ready for final action:

1. Anatomy 32 (ANAT 32)
2. Anthropology 4 (ANTH 4)
3. Anthropology 6 (ANTH 6)
4. Anthropology 9 (ANTH 9)
5. Anthropology 11 (ANTH 11)
6. Anthropology 12 (ANTH 12)
7. Biology 10 (BIOL 10)
8. Biology 15 (BIOL 15)
9. Communication Studies 100 (formerly COMS 1)
10. Communication Studies 120 (formerly COMS 4)
11. Communication Studies 130 (formerly COMS 12)
12. Communication Studies 140 (formerly COMS 3)
13. Communication Studies 250 (formerly COMS 8)
14. Communication Studies 260 (formerly COMS 14)
15. Communication Studies 265 (formerly COMS 5)
16. Communication Studies 270 (formerly COMS 11)
17. Communication Studies 292abcd (formerly COMS 22abcd)
18. Economics 5 (ECON 5)
19. History 162 (HIST 162)
20. History 163 (HIST 163)
21. History 176 (HIST 176)
22. Human Development 110 (formerly HDEV 10)
23. Political Science 3 (POLI 3)
24. Political Science 6 (POLI 6)

The committee reviewed the following course inactivations, which and are ready for final action:

1. Computer Science 50 (CSCI 50)
2. English 50RWA (ENGL 50RWA)
3. Human Development 12 (HDEV 12)
4. Mathematics 50 (MATH 50)
5. Spanish 50 (SPAN 50)

## **CURRICULUM DISCUSSION**

### **A. Full Program Review**

#### **Business Division**

It was moved by A. Hockman, seconded by D. Pahl, that the committee approve program revision proposal for Business Administration AS-T Degree. Motion carried.

#### **Humanities Division**

It was moved by A. Hockman, seconded by E. French-Preston, that the committee approve program revision proposals for French A.A. Degree, Japanese A.A. Degree, Spanish A.A. Degree, and new English as a Second Language Certificate of Accomplishment. Motion carried.

#### **Industry and Technology Division**

It was moved by V. Nemie, seconded by L. Houske, that the committee approve program revision proposals for Engineering Technology A.S. Degree and Certificate of Achievement; Construction Technology A.S. Degree and Certificate of Achievement; Engineering Technician A.S. Degree and Certificate of Achievement. Motion carried.

### **B. Full Course Review**

#### **Behavioral and Social Sciences Division**

It was moved by E. French-Preston, seconded by S. Bartiromo, that the committee approve the course review proposals and conditions of enrollment changes for Human Development 101, 105, and 107. Motion carried.

#### **Humanities Division**

It was moved by E. French-Preston, seconded by V. Nemie, that the committee approve the course review proposals and conditions of enrollment changes for English 12 and English 28. Motion carried.

#### **Industry and Technology Division**

The committee made the following recommendation to the course outline of records (CORs):

1. Automotive Collision Repair Painting 2C – Automotive Refinishing Applications

Edit *Outline of Subject Matter* in the Course Checklist: Add main headings for each major topic. Action: P. Fairchild

It was moved by W. Brownlee, seconded by A. Cornelio, that the committee approve the course proposal. Motion carried.

2. Administration of Justice 133 – Fingerprint Classification and Investigation

Edit *Evaluation Methods and Assignments* in the Course Checklist: Remove the statement “students will” listed in the college-level critical thinking assignments section of the COR. Action: M. Fields

It was moved by K. Iino, seconded by W. Brownlee, that the committee approve the course proposal and conditions of enrollment changes for Administration of Justice 133. Motion carried.

**C. Standard Review/Consent Agenda Proposals**

It was moved by A. Hockman, seconded by W. Brownlee, that the committee approve the twenty-nine standard review/consent agenda proposals including changes to the conditions of enrollment for Biology 15. Motion carried.

**GENERAL EDUCATION AND ARTICULATION TIMELINES**

Articulation Officer L. Suekawa gave a presentation on general education and articulation timelines. The committee reviewed the C-ID results for courses submitted to the Chancellor’s Office for C-ID approval. The committee was advised to review courses with “conditional” and “not approved” status and send their rationale to L. Suekawa. A copy of the results will be emailed to the divisions next month.

**CHAIR’S REPORT**

College Curriculum Committee Chair – A. Carr

It was recommended the committee inform their DCC members that Chair Carr is available to answer questions pertaining to curriculum.

**CURRICULUM ADVISOR REPORT**

Curriculum Advisor – Q. Chapman

There are numerous proposals that need to be reviewed by the Standard Technical Review Committee prior to the next college curriculum meeting. These proposals originated from the following divisions: Health Sciences and Athletics, Business, Fine Arts, and Mathematical Sciences.

**ANNOUNCEMENTS – No Report**

**ADJOURNMENT**

Chair Carr called a motion to adjourn the meeting. K. Iino moved, T. Bui seconded, and the motion carried. The meeting adjourned at 4:25 p.m.

## ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

### MINUTES

Tuesday, Nov 10  
1:00-2:00 Admin 127

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

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

**Visitors:** Don Brown (Music Librarian/Copyright Committee member)

**I) AP 5070 – Academic Calendar** – this is the third time the committee has reviewed this procedure. The following are some areas of concern:

- On page 1 of the procedure under area I. Academic Calendar, there still is concern that we are using Title 5 language and not what is actually being done at ECC. The majority of us feel that since this is our procedure, then we should clearly be explaining what ECC does for Flexible Time Activities. Specifically that we have a mandatory 9 hour obligation (6 in the fall and 3 in the spring) with an additional 15 hours to be completed during the academic year. Not sure how we want to word it, but the contract does include some of that language. Chris J. went over and talked to David Wussaw about it and he said he would consult with Jean Shankweiler to work on the language.
- Under II – Student Enrollment, Attendance, and Disenrollment, there was a question as to what was meant by “disenrollment?” It seems it is used to mean a) disenrollment, b) withdrawal, c) drop. All three of these terms are used throughout, but should be consistent. Nobody really cared for the word “disenrollment” so maybe use one of the other terms instead, but be consistent with it.
- Also under this area, there is the question as to why attendance has to be kept past the census date since technically a student cannot request a no notation after that date if he/she claims they never attended the class. Obviously if the student had been in class and had been attending anytime during that first 2 weeks then they cannot petition for a no notation, so why keep attendance past that date? It was suggested that a statement could be added saying something like, “if an instructor chooses to drop the student for lack of attendance, it is the instructor’s responsibility to keep accurate attendance records.”
- On page 2, under A. Course Enrollment Documentation, there was a question of what is meant by “comprehensive report including student’s programs????, dates of withdrawals, adds, reinstates, and final grades to the Admissions and Records Office.” First of all, what is meant by programs???? That one confused us. Second is there really a “comprehensive” list that is required because faculty thought it was just attendance rosters, grade reports with final grade and 3 supporting grades, and maybe date of withdrawal. The main question is what is really required for documentation.
- Susan Taylor would really like to know why we are required to do a no show report, but other members on the committee after she left felt that it was explained why on



page 4 where it talks about keeping students on the roster in cases of fraud, so I think we are okay with that.

## **II) BP/AP 3750 – Use of Copyrighted Materials**

- The Board Policy was reviewed and the standard phrase of collegial consultation with the Senate was added.
- The Academic Procedure was reviewed and some formatting changes were suggested regarding semicolons and periods. Don gave an explanation of how the Fair Use Checklist will only be required for copyrighted materials. It was suggested a reference be made in the procedure towards the appendix that explains the Checklist.
- Mark made a motion for approval with changes and Lori seconded it; both the policy and procedure were approved and can move on to the Academic Senate.

## **III) BP/AP 3710 – Securing Copyright**

- This is a new policy and procedure that was brought forth by the Copyright Committee.
- Don provided us with an alternate BP that he found among Alice Grigsby's materials, but the committee felt the one drafted by Chris Gold was sufficient and more in line with the CLCC template. Alice made a motion to accept the policy as written, Mark seconded it and the policy was passed and will move on for Senate approval.
- The administrative procedure is also new and was discussed. Simple formatting suggestions were made along with some clarification of wording. Connie made a motion for approval with changes, Alice seconded and the procedure was approved and will also move on to the Senate.

## **Packet Materials**

### **Agenda**

- 5070 AP Attendance (Revisions)
- 5070 AP CCLC Template
- 5070 Relevant Ed Code
- 3750 BP Use of Copyrighted Materials (2011 policy with no changes – no CCLC template)
- 3750 AP (Revisions)
- 3710 AP Securing of Copyright (New)
- 3710 AP CCLC Template
- 3710 BP Securing of Copyright (New)
- 3710 BP CCLC Template

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, November 11, 2015, in Teaching and Learning Center,**  
**Library Basement, 1-1:50 pm**

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

\*Committee Chair

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

**Fall 2015 Meetings:** September 8 & 22, October 13 & 27, November 10 & 24, December 8 (if needed).

**Spring 2016 Meetings:** January 26, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

**AGENDA**

**Brief Status Reports on Fall FDC/PD Initiatives**

**Outstanding Adjunct Faculty Award:** (DB) was commended for nominating Kim Nguyen, Adjunct Assistant Professor of Psychology, who was selected for this year's award. Presentations will occur Tuesday December 1<sup>st</sup> 1 p.m. in the Alondra Room. (KDD) encouraged the FDC team to attend to lend support. She reported that six faculty will be recognized with Achievement Awards for Distinguished teaching, including (DB) who will be receiving his second award in two years.

**Getting the Job, Part I: The Application Process:** (KDD) reported strong attendance, with 35 people at the event. The panelists -- Constance Fitzsimons, Xocoyotzin Herrera, Roxanne McCoy, Chris Page, and Ambika Silva -- were insightful and very helpful. The event was filmed and will be available on the Professional Development website, along with links to articles and resources which were provided to attendees. (SK) reported that what she learned about cover letters at the workshops organized by (BH) were key in her obtaining her current position. For Part II: The Interview, the panelists include representatives of departments hiring for 2015-2016: Yun Chu (HDEV), Rhea Lewitzki (English), and Danielle Roman (Kinesiology). Professor Roman credits the workshop series with her success obtaining a full-time position. A dean will be added to the panel and the event is scheduled for January 29, 12:30-3 in the Alondra Room.

**Distance Education Institute:** (KDD) asked the team to help promote the event which will be Friday, November 20, 8:00 am – 3:00 pm in the East Dining Room. She clarified that the event is appropriate for online and face-to-face instructors and shared a copy of the updated agenda.

**Making Decisions at El Camino College: Follow-Up:** The team reviewed an overview of the collegial consultation process which was developed by (KDD), with input from Academic Senate leadership. Questions and comments that arose regarding collegial consultation and the functioning of the Faculty Development Committee, included:

- The importance of revising the Professional Development Committee organizational chart to clarify that the FDC represents faculty as a subcommittee of the Academic Senate and does not report to the administration.
- Faculty acknowledged the need for clarification regarding appropriate flex activities (e.g., cooking classes should not be approved for those outside the discipline of culinary arts). However, decision-making and messaging should reflect the fact that most faculty comply and are committed to professional learning.
- To maximize faculty cooperation and buy-in, efforts to administer the flexible calendar should demonstrate flexibility in managing faculty and the process.
- Questions were raised about the source of planning and decision-making for Professional Development Days. Practical considerations (i.e., faculty are off campus during the intensive summer planning process) should be balanced with faculty consultation and involvement in planning. External (state-level) mandates can be

necessary topics for PD Day topics, however it's important to balance these with faculty interests in topics related to classroom management and other practical aspects of teaching and learning.

- The team underscored the importance of faculty leadership and direction for the Faculty Development Committee.

**Flexible Calendar and Faculty Contracts:** Questions arose regarding the need and purpose of faculty contracts. (KDD) explained that, in anticipation of increased professional development funding, the administration is eager to comply with flexible calendar guidelines from the Chancellor's Office which note, "Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement" (p. 22). [http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex\\_Calendar\\_Guidelines\\_04-07.docx.pdf](http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)

The team reviewed three examples, the first two of which appeared to be flex hours reports rather than contracts. The team expressed surprise that the College of the Canyons example included six hours of flex for discussing getting involved in committees. The third example, which appeared to be from PD Reporter, seemed most appropriate as a contract. The team raised the following questions about implementing contracts:

- Might this be perceived as another administrative task that doesn't benefit the individual instructor?
- Faculty value flexibility – some members of the team reported that having to plan ahead can be impractical (as some opportunities don't arise until mid-year), restrictive, and demotivating.
- Will faculty know what on-campus professional development is going to be offered before the deadline to develop a plan?
- What happens if faculty want/need to change their plans? Will they be penalized for not attending events they planned to attend?
- The sample document closes with, "will result in the docking of my pay." How can we ensure the process remains focused on learning and growth and not compliance and punitive measures?
- Will faculty have to plan for the year and also submit plans for individual proposals? How can we avoid redundancy?
- What are the differences between instructional improvement, staff improvement and student improvement? Aren't instructional improvement and student improvement the same thing?

The team agreed to serve as a test group to pilot plans so plans can be refined before rolling out campus-wide. Key qualities to include:



- Plans that are broad and open-ended. For example, ask faculty to approximate hours in each of the overarching flex activities (instructional improvement, staff improvement, student improvement). A drop-down menu could provide sample topics in these categories, including "miscellaneous" and/or "other." (Include text box for faculty to briefly describe what other activities faculty have in mind?)
- Allow space for faculty to indicate if they are willing to present and, if so, on what topics.
- A focus on generating excitement and enthusiasm regarding flex activities rather than compliance.
- Plans should assist faculty in the quantities of mandatory and faculty-selected activities they will complete each year. For example, Fall PD Day = 6 hours, Spring PD Day = 3 hours. Remaining hours = 15.
- Consider sending periodic reminders (not just in late spring) for faculty to monitor flex credit balance, with links to possible activities. (This approach is used with success in Industry and Technology. Those who have completed hours simply disregard the reminders.)

(DB) reported that Rio Hondo's system is user-friendly and seems effective: faculty receive email at the start of the semester, they select activities in approved categories (which also includes a miscellaneous category) and report at the end of the process.

**Proposed Title IX Syllabus Statement:** Discussions of proposed syllabus statements, including notation regarding reporting requirements for Title IX will be discussed at the next FDC meeting on November 24<sup>th</sup>.

Meeting was adjourned at 1:55 pm.

## Mission and Purpose

El Camino College  Academic Senate  Faculty Development Committee

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

**Purpose:** Board Policy 2510, Participation in Local Decision Making, indicates that the El Camino College Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters, including “policies for faculty professional development activities.” If the Board disagrees with the recommendation of the Academic Senate, representatives of the Academic Senate and the Board of Trustees must reach “mutual agreement,” without which no changes can be made.

The Academic Senate’s Faculty Development Committee represents the faculty regarding policies for faculty professional development activities. FDC responsibilities include:

### **1. Identify faculty professional development needs and develop objectives to effectively meet faculty needs.**

*For example:*

- Collaborate with Professional Development to design, organize and implement mandatory professional development events (e.g., Professional Development/Flex Days in Fall and Spring semesters).
- Encourage ongoing and integrated faculty learning opportunities (e.g., Faculty Inquiry Partnership Program and goal-setting, newsletters, and other follow-up events related to Professional Development/Flex Days).

### **2. Participate actively in the collegial consultative process regarding policies and procedures related to professional development and the flexible calendar.**

*For example:*

- Through the Faculty Development Committee Advisory, consult on appropriate flexible calendar activities and flex credit.

### **3. Promote instructional excellence and innovation through faculty collaboration.**

*For example:*

- Each year, implement Outstanding Adjunct Faculty Award with a cash award funded through an endowment.
- Create opportunities for faculty to participate in innovations such as The Great Teacher’s Seminar and the Faculty Inquiry Partnership Program.
- Encourage scholarship through initiatives such as the Faculty Book Club.

### **4. Represent faculty interests regarding professional development related to campus-wide initiatives.**

*For example:*

- Participate in planning process for Student Success and Support Programs (SSSP) and Student Equity Program (SEP).
- Develop strategies and programs to support campus-wide initiatives (communications to faculty, events, and resources).

### **5. Support Academic Senate initiatives, especially those related to faculty professional development.**

*For example:*

- Review Academic Rank structure and, each year, recognize faculty experience and training.
- Support morale of all faculty, including adjuncts with events such as the Getting the Job workshop series.

## Overview of Collegial Consultation Related to Faculty Development

On topics related to faculty professional development activities, Title 5 requires colleges to consult collegially with faculty, either by “relying primarily” on faculty for decision-making or through “mutual agreement” between the Board and faculty. These approaches are similar, overlap and can be broadly defined, resulting in some confusion.

El Camino’s approach to 10+1 is “mutual agreement.” In practice, this means the Board **normally accepts the recommendations** of the Academic Senate and faculty “**take primary responsibility**” for decision-making on topics of academic and professional matters (10+1). If the Board disagrees with the Academic Senate recommendation, representatives from the Academic Senate and the Board of Trustees meet to work toward a mutually agreeable solution. Without the Senate’s agreement, no changes can be made and the status quo is maintained.

From Board Policy 2510:

The board or its designees will **consult collegially** with the Academic Senate, as duly constituted with respect to academic and professional matters [10+1], as defined by law.

The Board will **normally accept the recommendations of** the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below...8. Policies for faculty professional development activities.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach **mutual agreement** by written resolution, regulation, or policy of the Governing Board.

From Making Decisions at El Camino College 2015-2020:

Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes **primary responsibility** for decision-making in the following areas...8. Policies for faculty professional development activities.

At El Camino College, the Academic Senate works in **mutual agreement** with the Board of Trustees and its designees in the 10+1 areas listed above...if the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach **mutual agreement** by written resolution, regulation or policy of the Governing Board. *If the Board and the Senate cannot agree, things remain status quo and no changes can be made.* Only under exceptional and demonstrated conditions of substantial fiscal hardship or exposure to legal liability may the Board move forward a change in the 10+1 areas without Academic Senate agreement.

*Overview developed by the Academic Senate Faculty Development Committee, 11.15.*

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: October 29, 2015**

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**MEMBERS PRESENT**

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

**Other Attendees: Members:** E. Rader, A. Sala, C. Vazquez **Support:** I. Graff, J. Higdon, J. Nishime  
**Guests:** Accreditation Team - Dr. Linda Lacy (Chair), Dr. G.H. Javaheripour, Dr. Jamey Nye, and Dr. Celia Cruz-Johnson

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The meeting was called to order at 1:01 p.m.

Introductions were made as the Accreditation Team was visiting and sat in on the PBC meeting.

Nicole Mardesich and Chris Vasquez are now on board to represent the ASO (students).

**Approval of the October 1, 2015 Minutes**

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

**College Planning Process – Employee Feedback Survey 2011/2015** - J. Nishime (Handouts)

1. It was noted the Accreditation Team was informed that all the consultation committees would be creating a web page where all the minutes and supporting materials will be posted. A revised copy of the College Planning Process Employee Feedback Survey was distributed for final discussion.
2. The 2011 Planning 2011Planning Process Evaluation was distributed for review and the recommendations for improvement. Addressed was what changes or additions should be made to improve or help understand the current planning process. It was noted all the recommendations from 2011 were addressed and some of the issues were resolved by the use of TracDat. Any questions regarding the recommendations should be directed to I. Graff. These recommendations will be added to the already published results for 2011. It was pointed out once the results of the new survey are distributed, it would be helpful to note that the responses from the 2011 survey were considered along with having a link to the recommendation document.
3. The employee feedback survey for 2015 was based on the results of the written comments and the feedback from the 2011 survey. All the revisions to the survey were reviewed for the committee for clarification. It was suggested to also inquire to see if people are aware of what recommendations are ultimately funded at the division/department level. This would be helpful to help ensure the plans are updated. Knowing their plan was funded will help drive them to do more planning for the next year.

### **Strategic Initiative C – Collaboration** – J. Nishime

1. It has been requested that all consultation committees include the notation of Strategic Initiative-C-Collaboration on their agendas. This strategic initiative shows the linkage to a purpose statement. It was noted that on the PBC agenda under the committee's purpose statement, you will now see the new Strategic Initiative-C-Collaboration notation.
2. Currently the SI has been placed just below the current PBC statement of purpose.

### **PBC Evaluation**– R. Natividad (Handout)

1. There was a better show of people this year responding to the PBC evaluation. This survey is very important as it provides valuable feedback to the committee. The committee was asked to review the responses at this meeting and bring back any comments at the next meeting. Survey results from 2014 were also included for the committee's review.
2. One of the responses (4) given was listed as someone wanting more access to line item details of the budget. It was noted staff has access to the budget on the web (portal) where they can view these details. For clarification, faculty would need a clearance from IT which they would just to request.
3. A concern was expressed that we need to still hold a PBC meeting during flex day so faculty at large can still have the access to sitting in on the meeting to see how things are done. The issue is a regular committee meeting cannot take place on a day which is devoted to flex activities for the faculty. Possibly if the meeting could be presented as an educational meeting, it may meet the requirements as a flex day presentation. A possible compromise was suggested by having a meeting showing the work of the PBC along with the President presenting on the budget. It was noted if this could not be part of flex day, at least it should be part of the flex day program. A follow-up will be done with some of the faculty representatives and L. Mednick to work on this compromise.
4. The PBC evaluation will be brought back next week for input and comments from the committee.

### **Bond Sales** – J. Higdon (Handout)

1. El Camino is at a point where they are proposing to sell between \$80 to a \$100 million dollars in bonds around December 2015. The proposal will also include a refunding of a portion of our previously issued bonds in order to take advantage of lower long-term interest rates. This refunding process will provide substantial cost savings to the taxpayers. By combining a sale and refunding, the issuance cost of the bonds will be significantly reduced as well. The estimate projected savings for the taxpayers is estimated to be around \$12 to \$15 million dollars which would come off their tax bill.
2. The Students' Activity Center and the new proposed aquatics area will be the projects to receive the benefits of these new bond sales. It was requested that a more comprehensive listing of bond projects to be funded with these monies be put on the agenda so it can be reviewed at a future meeting.

### **Annual Planning Update** – I. Graff

1. The goal is to have the funded priority list which was presented to the PBC available and published in the college plan so it is accessible for anyone who is in TracDat. This is currently in progress. Based on the vice-presidents' feedback, it was requested to reorganize all of the funding categories by expense categories – by staffing, equipment, etc.
2. Preparations are commencing for the next year of planning. Training will be available for all of the program leaders. Unit training will take place the beginning of December.
3. On the horizon is the annual plan update which will show what has been funded.

### **Faculty Hiring** – R. Natividad (Handout)

1. A handout on the faculty hiring priorities was distributed by the chair on behalf of Dr. Shankweiler to inform the committee of approved positions for hire. Hiring will take place during the spring for a fall 2016 start. The results reflected show 16 positions which have been prioritized for the 2015-2016 academic year and have been approved by President Fallo. The positions are listed in alphabetic order on the handout. These positions will be selected and hired in the spring of 2016 and will start employment in the fall of 2016.

2. There are currently six positions being hired now which were left over from last year's prioritization list. In total for this year, we will then be reflecting 22 faculty hires.

**Foreign Students** – L. Widman

1. An issue addressed several years ago pertaining to our foreign-student recruitment was noted. The subject dealt with providing student housing as a recruiting tool for our international students. A suggestion was made to possibly use the area of the flood control channel. The parents of these students could see this as a real benefit for their students.
2. San Mateo has a current model which would be interesting to get further information about to discuss at the committee. In addition the current foundation housing is an area of interest to the committee for update.

**Adjournment** – R. Natividad

1. The meeting adjourned at 2:10 p.m. The next meeting is scheduled for **November 5, 2015, at 1:00 p.m.**, in Library 202.

RKN/lmo





## Assessment of Learning Committee (ALC)

Monday, October 12, 2015

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

**SLO Coordinators:** Russell Serr and Jenny Simon (Interim)

**Recorder:** Isabelle Peña

### Attendees:

Academic Affairs ECC (Interim) – Karen Whitney  
Deans' Representatives – Elise Geraghty  
Behavioral & Social Sciences – Janet Young  
Business - Ana Milosevich  
Fine Arts Associate Dean (Interim) – Walter Cox  
Humanities – Argelia Andrade

Industry & Technology Assoc. Dean (Interim) – Randal Davis  
Mathematical Sciences – Susanne Bucher  
Natural Sciences - T. Jim Noyes  
Compton, Div. 3 (English) - Amber Gillis  
Institutional Research & Planning (IRP) – Joshua Rosales

### Guest:

VP of Academic Affairs - Jean Shankweiler

## MINUTES

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

### I. **Approval of Minutes**

Russell S. moved to approve the minutes for the 9/14/2015 ALC meeting; motion was seconded by Amber G. Motion was carried.

II. Russell S. introduced Jenny Simon again (since she was not present at the last ALC meeting) who is the SLO co-coordinator for the year. She has been in this position in the past so she is familiar with the tasks of the coordinator. Those in attendance introduced themselves to Jenny S.

### III. **Reports**

#### A. Spring/Summer 2015 SLO/PLO Completion – *Russell Serr*

1. Numbers are up; completions are really good. Overall, we are above 90% complete. Math was at 100% before the deadline. He stressed to the ALC and facilitators that if there are still some SLO assessments in their divisions that have not been entered, to please have them done as soon as possible.

#### B. TracDat Trainings/Updates – *Russell Serr*

1. There's one this Wednesday (October 14<sup>th</sup>) and one in November on “the new version of TracDat”; in December, there are three workshops on “entering assessments in TracDat”. Russ S. highly recommends attending the workshop on “entering assessments”.

#### C. Follow Ups – *Russell Serr*

1. None of the Follow-Ups are being done. Russell S. is still not sure what the best way is to do follow-ups. Initially, the suggestion was for the faculty to do the follow-up entry when they enter their assessments, but even though assessments are being completed and entered in TracDat, the Follow-Ups are not being done. Jim N. suggested setting a date for doing the

- follow-ups. Russell S. doesn't know how each division wants to do it but they will discuss it at the next Facilitator Meeting. Regardless, faculty need to go back into TracDat and add some follow-ups. When doing the follow-ups, the faculty do not have to re-assess it; they just need to look at the Action Plan and see if it has been implemented and if so, was it successful; follow-ups just require one or two lines of entry.
2. Jenny S. stated that so far, we don't keep track of the Action Items and Follow-Ups and that is why it is hard to keep track of how many Actions an assessment has and if there have been any follow-ups made of those Action Items. Coordinators suggested adding a column or two to the Timeline Report to include an "Action Item" column and a "Follow-Up" column.
    - a. Isabelle will put together the spreadsheet when compiling the Fall 2015 Timeline Report to be distributed to the facilitators and hopefully give them some structure in keeping track of Action Items and Follow-Ups. HSA and Behavioral Sciences already use something similar. Susanne B. of Mathematical Sciences checks directly in TracDat.
    - b. Every facilitator can check Follow-Ups any way they like. The new Timeline Report format is not going to be mandatory to use, but would give facilitators who want to use it a tool to keep track of Action Items and Follow-Ups.

#### IV. **Communication ILO [#2] Actions** – *Karen Whitney (PowerPoint)*

Karen W. stated that we need to wrap up two things in relation to this ILO: (1) GE (General Education) Area Outcomes and (2) Action Plans.

- A. About two years ago, we looked into the possibility of doing General Education Outcomes (GEOs)—separate statements for each of the GE areas based on what is already on the catalog. Decided that instead of doing completely different assessments for each of these areas (6 main GE areas: Natural Science, Behavioral and Social Science, Health and P.E., Humanities, Language and Rationality, and Mathematics), we would just extract information/data from the ILO #2 assessment.
  1. Look at past SLO/PLO reports in communication areas for other data trends (i.e. similar action plans).
  2. Disaggregate all info into GE areas to fulfill assessment requirements.
  3. ALC members separated into different groups to go over the various course SLO assessment reports that are aligned with this ILO and extract commonalities to any of the GE areas based on outcomes and/or actions. Groups were split based on the GE areas and looked at the various SLO results and determine if there are any common gaps/common themes, strengths, action plans that they see among the different reports.
  4. Conclusions by each group:
    - a. Group 1 (Janet Y. & Josh R.)
      - Some of them are knowledge-based and some have multiple assessments.
      - One of the common gaps is the knowledge, not the communication; some are writing assignments and some are multiple choice.
      - Common strengths: some of them have multiple assessments that apply; a lot of writing assignments (Political Science and Sociology); saw well-developed rubrics that will be helpful
      - Students were performing well; they almost met the standard or did meet the standard
      - Action Plans: talked about needing more in-class activities, more real-world examples to connect students with theories, in-class writing, and in-class critical thinking
    - b. Group 2 (Amber G., Walter C., Randal D., and Jean S.)
      - Common gaps: failure of SLOs and a lot of the English classes to ask students to demonstrate comprehension through writing assignments and compositions
      - Common strengths:

- Some assessments don't list how many students were being assessed or not clear on the sampling
  - Action Plans: Many of them wanted to change curriculum and SLOs and not so much on teaching strategies
  - c. Group 3 (Russell S. & Jim N.)
    - Common gaps: written communication (had to do with citing sources and following a grading rubric), oral communication (e.g. verbal communication with patients of other languages in Nursing); in Biology & Chemistry some of the gaps are in drawing and trying to use different shapes to communicate with their instructor (e.g. in Chemistry, students have to figure out how different atoms are bonded together to form molecules and often they are thought of in terms of pictures); compare performance of students earlier in a sequence to later in a sequence of a course
    - Common strengths: lower level skills were above average; do a great job of faculty collaboration.
    - Action Plans: Biology—identifying and articulating alternative hypotheses; Nursing—to close some of the gaps, they should have more AP workshops and do more role-playing with people with whom English is not their first language (Nursing)
  - d. Group 4 (Jenny S., Elise G., and Argelia A.)
    - Common gaps: MLA documentation (students were not able to cite sources correctly); integration of sources; thesis statements—trying to state their beliefs in a clear sentence or very short text (one or two sentences).
    - Common strengths: organization of essay
    - Common action plans: Re-writing SLO statements or re-writing curriculum; workshops—how to teach integrating sources
  - e. Group 5 (Susanne B. and Ana M.):
    - Common gap: critical thinking
    - Common strength: symbolic nature of communication and the influence of communication was a strength in Communication Studies PLO, but were not in common with Math.
    - Action plans: most of them were teaching strategies.
- B. Proposed Action Plans from September 14<sup>th</sup> meeting:
1. Need to narrow down the list from the Sept. 14<sup>th</sup> meeting.
  2. Karen W. met with Idania Reyes and Jason Suarez; strategic (course completion is one of the main goals of SEP)
  3. SLO Process: larger samples would be good.
  4. Increased teacher preparation and modelling (Jason S. is happy to lead training workshop) -- might be better to hand-pick/recruit certain interested faculty instead of making it open to all faculty (possibly 2 people per division)
  5. WAC/SEP Proposal:
    - a. Focus on specific courses consistently taken by African American students.
    - b. Spring semester (8-10 hours per instructor)
      - 2-3 hour training (research, reading, writing), leave w/ ideas to create an action
    - c. Fall semester
      - Two 1-hour sessions
      - Share and fine-tune plan at beginning of the semester; pre-assignment assessment to establish a baseline
      - Share results at end of the semester
    - d. SEP focuses on 5 success indicators: (1) Access, (2) Course completion, (3) ESL/Basic skills completion, (4) Degree/Certificate completion, and (5) Transfer.

e. Research question: Do enhanced WAC assignments improve course completion for African American students?

C. **Revised** Proposed Action Plan (by Karen W.):

1. College Support
  - Increased understanding and utilization of support services offered on campus. Maybe create incentives for their use.
2. SLO Process (ALC all in agreement on this plan)
  - Larger Sample
3. Teaching Strategies (ALC all in agreement on this plan)
  - Jason Suarez-led WAC Cohort training with SEP focus.
  - Library resources better utilized - research and citation help
4. Curriculum Changes:
  - Examine pre-requisites to ensure basic skills are met. Would have to identify which courses. Strategic focus on English 1A.

D. Elise G. stated she thinks that the minimum time for a lead faculty should be 15 hours because it is a huge job.

V. **Critical Thinking ILO [#1] Assessment Plan (Rubrics, Faculty) – Jenny Simon**

- A. Wanted to take a different approach; Russell S. found a generalized rubric that can be applied to many different assessments across divisions that assess Critical Thinking; we can assess this rubric and make changes; can select 2 or 3 faculty members from each division who can participate in an assessment of Critical Thinking next semester using CCC Confer.
- B. Next semester, on April 8, faculty members will go over assessments and apply the rubric at the meeting. They will talk more about it (specific deadline dates, etc.) at the facilitator meeting tomorrow.
- C. Russell S. stated that hopefully, there will be a larger sample size for this one.

VI. **Next meeting – November 9, 2015**

VII. **Adjournment:** Meeting was adjourned at 4:00 p.m.

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

## Board Policy 4240

## Academic Renewal

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

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

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

El Camino College  
Adopted: 8/21/06

Draft: 10/28/15

## Academic Procedure 4240

## Academic Renewal

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

1. The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.
2. At least two years must have passed since the ~~end of a semester with a grade to be disregarded.~~ sub-standard grade(s) was awarded (includes summer/winter).
3. ~~A student may be granted academic renewal at El Camino College only once.~~ Academic Renewal shall be granted to an El Camino College student only one time.
4. ~~Units disregarded by other institutions shall be deducted from the 24 semester units—maximum of course work to be disregarded by El Camino College. If another accredited college has removed previous course work through academic renewal, such action shall be honored by El Camino College.~~
5. Course work with disregarded grades may not be used to meet degree or certificate requirements.
6. If a student has received an associate degree at El Camino College, academic renewal may be allowed upon petitioning through the Admissions Office and reviewed by the Special Circumstance Petition Process Committee.

Academic renewal actions are irreversible.

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

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

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

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

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

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

August 21, 2006

CCR Title 5, 53200

Revised 10/28/15

The governing board of a community college district secures copyrights, in the name of the district, to all copyrightable works developed by the district, and royalties or revenue from said copyrights are to be for the benefit of the district securing said copyrights.

The Superintendent/President shall develop appropriate administrative procedures to implement the provisions of Education Code 72207, which authorizes the securing of copyright protection for works, including but not limited to registering copyrights on behalf of the District. The procedures developed by the Superintendent/President shall assure that the District may also use, sell, give or exchange published materials and may license materials prepared by the District in connection with its curricular and other services.

In the development of procedures, the Superintendent/President shall solicit the input of representatives of the college community in accordance with the District's policies regarding shared local decision making.

**References:**

Education Code Sections 72207 and 81459

17 U.S. Code Section 201



## BP 3710 Securing of Copyright

### References:

Education Code Sections 72207 and 81459;  
17 U.S. Code Section 201

<b>Note:</b> The following policy is legally advised.
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The [ CEO ] is directed to develop appropriate administrative procedures to implement the provisions of the Education Code which authorize the securing of copyright protection for works, including but not limited to registering copyrights and policing infringements, on behalf of the District. The procedures developed by the [CEO] shall assure that the District may use, sell, give or exchange published materials and may license materials prepared by the District in connection with its curricular and special services.

In the development of these procedures, the [ CEO ] shall solicit the input of the proper representatives of the college community in accordance with the District's policies regarding shared local decision making.

See Administrative Procedure [ # ].

Revised 2/05

**References:** *Education Code Sections 72207 and 81459; 17 United States Code 201; Agreement Between El Camino Community College District and El Camino College Federation of Teachers, Local 1388, AFT, AFL-CIO.*

The El Camino Community College District recognizes and encourages District employees and students to engage in the production of scholarly works, creative publications, and technology-based materials.

Works subject to copyright in the forms of books, compositions, paintings and other works of comparable type developed by employees shall be the property of the author unless the work is prepared by means of a District grant, constituting substantial District support, an externally funded grant, or contract with the District.

The Superintendent/President or his/her designee shall be responsible for securing the copyright for any materials for which the District is entitled to ownership.

- I. El Camino Community College District has defined substantial district support, works or inventions for hire, proprietary instructional material and intellectual property in Article 24 of the Faculty Contract. These definitions and stipulations will apply to all employee work at the ECC District.
  - a) A **Work** is any material which is eligible for copyright protection, including (but not limited to): books, articles, dramatic or musical compositions, poetry, instructional materials (e.g., scientific, logical, opinion or criticism), works of art or design, photographs or films, video or audio recordings, computer software, architectural and engineering drawings, and choreography. A Work may be recorded in any enduring medium (e.g., print, manuscript, electronic storage formats, optical, photosensitive film, etc.) or may exist in any tangible form (e.g., a sculpture, painting, structure or building).
  - b) An **Invention** is any idea or discovery which is eligible for patent protection, including (but not limited to) a device, process, design, model, strain or variety of any organism or composition of matter.
  - c) **District Support** includes the use of district funds, personnel, facilities, equipment, materials, or technology.
  - d) **Substantial District Support** is defined as support involving either (1) direct costs to the District in excess of \$2000 over and above any budget customarily provided for the Faculty Member's usual appointment or assignment; or (2) indirect costs to the District (including but not limited to salaries and wages) in excess of \$5000 for District employees providing secretarial, technical or creative services specifically for the project; or (3) the use of exceptionally expensive District equipment or facilities (e.g., professional recording and filming studio, professional television cameras and the like). A grant obtained through the initiative and efforts of a Faculty member shall not be considered to have resulted

from Substantial District Support so long as the Faculty Member's contributions exceed the District's contributions.

- e) **A Work for Hire or Invention for Hire** is one for which the Faculty Member is specifically compensated to create. Works or Inventions for Hire include products resulting from grants where the Faculty Member's contributions were less than contributions from the District. Works or Inventions for Hire shall remain the property of the District for all purposes.
- f) **Proprietary Instructional Materials** are those materials a Faculty Member created to perform his assignment more effectively for the benefit of the students, including (but not limited to): syllabi, lectures, student exercises, illustrations, recordings, multimedia programs and tests. The Faculty member may use Instructional Materials in a traditional classroom or in any form of Distance Education. These Proprietary Instructional materials may be created using the personal resources of the Faculty members and/or resources provided by the district.
- g) Employees who develop **Intellectual Property** with District Support as defined above, including but not limited to electronically posted notes, lectures, audio or videotaped presentations, broadcasts, or multi-media or interactive software, shall retain all ownership rights to and control of such material, except that the District shall retain the right to use property created with Substantial District Support for its own purposes without payment of royalties or other considerations, and the employee shall provide appropriate access to District personnel for evaluation, program review and accreditation purposes .

## II. In the absence of a specific contract or agreement:

- a) If there is a reasonable determination that a particular work created by an employee may be sold or traded commercially, the District and the employee may elect to draft and execute a contract specifying the terms of ownership of the work.
- b) If the receipt of grant funds restricts or specifies ownership of employee-created work, the District will abide by the requirements of the grant agreement.
- c) If the District and employee wish for any other reason to change or share ownership of a work, they may jointly draft and execute a contract specifying terms of ownership.

The District will strive to actively protect all copyrighted materials owned solely or partially by the District.

## AP 3710 Securing of Copyright

### References:

Education Code Sections 72207 and 81459;  
17 United States Code 201

**Note:** *This procedure is **legally advised**. Insert local practice. Procedures on this topic must be the subject of consultation through the local decision making process.*

Revised 2/05

## **Board Policy 3750**

## **Use of Copyrighted Materials**

The Board of Trustees of El Camino College requires compliance with the provisions of the U.S. Copyright law (Title 17); Digital Millennium Copyright Act; Technology Education and Copyright harmonization Act (TEACH Act); laws governing Peer-to-Peer file sharing (P2P) and all other legislation governing the maintenance of the highest ethical standards in the use of copyrighted material. The /Superintendent/President or designee shall establish procedures for compliance and provide informational and training programs to help faculty and staff comply with copyright laws. All members of the ECC community are prohibited from violation of these provisions, including but not limited to, copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

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

Adopted: 09/08/11

References: U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302

Copyright protects original works and is inherent upon the works' creation regardless of whether they are registered with the U.S. Copyright Office. Copyright governs uses such as making photocopies, creating course readers, placing materials on reserve in the Library, and uploading items to a web page. Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except for works in the public domain and as allowed by the "fair use" doctrine.

### **Fair Use**

The "fair use" doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright permissions may be required for works that fall within "fair use."

"Fair Use" allows for limited uses of copyrighted works without permission. To determine whether you are within fair use guidelines, the law calls for a balanced application of these four factors:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Reference: Copyright Act of 1976, Section 107

The distinction between what is "fair use" and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. Case law generally considers the most important of the four factors above to be potential economic loss to a copyright holder.

The examples listed below are guidelines for best practices.

### **Single Copying for ~~Teachers~~ Instructors**

A single copy may be made of any of the following by or for a ~~teacher~~ an instructor at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class.

- A chapter from a book;

- An article from a periodical or newspaper;
- A short story, short essay or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

## Multiple Copies for Classroom Use

Multiple copies (not to exceed ~~in any event~~ more than one copy per pupil in a course) may be made by or for the ~~teacher giving~~ instructor teaching the course for classroom use or discussion provided that:

- The copying meets the tests of brevity and spontaneity as defined below;
- The copying meets the cumulative effect test as defined below; and
- Each copy includes a notice of copyright.

### Definitions:

#### 1. Brevity

- Poetry – a complete poem if less than 250 words and if printed on not more than two pages or from a longer poem, an excerpt of not more than 250 words.
- Prose – Either a complete article, story or essay of less than 2500 words, or an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less ~~but in any event a minimum of 500 words. (Each of the numerical limits stated in a) and b) above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph).~~
- Illustration – One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

~~a. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "B.1(b)" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.~~

#### 2. Spontaneity

- The copying is at the instance and inspiration of the individual ~~teacher~~ instructor.
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

#### 3. Cumulative Effect

- a) The copying of the material is for only one course in the school in which the copies are made.
  - b) Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
  - c) There shall not be more than nine instances of such multiple copying for one course during one class term (~~The limitations stated in "B.2 and B.3" above shall not~~ does not apply to current news periodicals, newspapers and current news sections of other periodicals).
4. Prohibitions – Notwithstanding any of the above, the following shall be prohibited:
- a) Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
  - b) There shall be no copying of or from works intended to be consumable in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like commercial material.
  - c) Copying shall not substitute for the purchase of books, publisher's reprints or periodicals; be directed by a higher authority; or be repeated with respect to the same item by the same ~~teacher~~ instructor from term to term.
  - d) No charge shall be made to the student beyond the actual cost of the photocopying.

## Compilations

References: *Basic Books, Inc. v. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522;* and *Princeton University Press v. Michigan Document Services, Inc. (6<sup>th</sup> Cir. 1996) F.3d 1381.*

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or "coursepacks," even if the excerpts fall under the definitions in the "fair use" doctrine.

## **Online Instruction and Materials Online/Hybrid Courses (Distance Education)**

Reference: *The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112.*

The TEACH Act provides instructors' greater flexibility to use third party copyrighted works in online or hybrid courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

- The online instruction is mediated by an instructor;
- The transmission of the material is limited to receipt by students enrolled in the course;



- Technical safeguards are used to prevent retention of the transmission for longer than the class session;
- The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session;
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education;
- The District does not know, or have reason to know, that the copy of the work was not lawfully made or acquired;
- The District notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

## **Library Reserves**

All materials placed on print and electronic reserve within the Library will be at the initiative of the faculty for the non-commercial, educational use of students. All Reserves will be provided in a manner that respects current copyright law, the rights of copyright holders and Fair Use rights.

## **Obtaining Permission to Use Copyrighted Material**

~~It is the responsibility of the individual faculty member or other person requesting copies to obtain permission to use copyrighted material. The college will not knowingly duplicate copies of copyrighted materials.~~

Responsibility for obtaining permission to print, duplicate or display copyrighted works shall rest with the individual using the copyrighted material. This could involve obtaining written permission to use the work from the copyright owner or through services, e.g. Copyright Clearance Center. All necessary records pertaining to copyright authorization shall be kept in the respective Division/Department office.

All requests for printing, duplication or display services of copyrighted materials, whether print or non-print shall be accompanied by an Approval Form and the Fair Use Checklist (see appendix), properly completed and signed by the individual requesting services indicating that the request is in full compliance with the copyright law and that written permission (if applicable) is on file with the appropriate Division/Deptment. Where exceptions are necessary, authorization to proceed with printing, duplication or display activities will require the signature of the requestor’s Dean or Director.

District personnel will follow the guidelines provided by the United States Copyright Office in Circular 21: “Reproduction of Copyrighted Works by Educators and Librarians”, which can be found online at: <http://www.copyright.gov/circs>.

~~Employees with questions regarding copyright law will be directed to the U.S. Copyright Office’s Web site at <http://www.loc.gov/copyright>. should view the ECC Copyright page for forms and other references, including links to resources and operating procedures related to copyright. Forms will also be available in the bookstore and the copy center.~~

## **Use of Copying Machines and Services**

To eliminate District liability, all unsupervised copying machines shall be labeled with the following notice:

“Notice: The copyright laws of the United States (Title 17 U.S. Code) govern the making of photocopies or other reproductions of any copyrighted material. The person using this equipment is liable for any infringement.”

The copying services provided at ECC shall state the following on its documents:

“This institution reserves the right to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.”

## **Guidelines for Using Computer Programs**

- A District employee shall observe copyright protection when using computer software whether or not it bears a copyright mark, unless it is marked as public domain;
- A District employee using computer software under a license agreement, shall read and follow conditions and restrictions as stipulated. Modifications to purchased computer software are not allowed;
- A District employee shall not make a copy of computer software for use other than as specifically permitted under the license agreement or a copyright protection;
- Lack of copyright protection does not constitute permission to copy without the permission of the copyright owner. An exception is software available in the public domain.

## **Using materials from the Internet**

Copyright law governs the use of materials, including images, you might find on the Internet, just as it governs the use of books, video or music in the analog world.

- Neither publication nor a notice of any kind is required to protect works. Copyright protection is automatic;
- Permissions should be obtained for items copied from internet sources unless you have verified that it is not required. For example, it is possible to search for works under a Creative Commons license that typically allows for the works’ non-commercial use as long as attribution to the creator is provided;
- Individuals will be liable for own actions when they copy and distribute others’ copyrighted works without permission.

## **Procedures**

~~Individual divisions or departments impacted by the policy and procedure may choose to create written operational procedures that adhere to copyright policy.~~

~~In cases of unresolved disputes between the requestor and a campus service provider, the issue will be addressed according to the department's written procedures. If no procedure were in place at the time of the dispute, the problem will be referred to the requestor's Dean.~~

~~The service will not be rendered until the disputed issue is resolved.~~

### **Appendix: Fair Use Checklist and Other Resources**

- **Fair Use Checklist:** <http://copyright.Columbia.edu>
- **National Association of College Stores:** These booklets “Questions & Answers on Copyright for the Campus Community” and “Guidelines for Campus Copying” are recommended. <http://www.nacs.org/toolsresources/cmip/copyright/questions/asp>
- **Software and Information Industry Association:** <http://www.siaa.net>
- **Copyright Clearance Center:** <http://www.copyright.com>
- **American Library Association:** <http://www.ala.org/advocacy/copyright/>

### **References:**

~~U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302 AP 6160  
District Computer and Network Use Policy  
Fair Use: Copyright Act, Section 107~~

~~Compilations: Basic Books, Inc. vs. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522;  
and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381.~~

~~Online Courses: The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112~~

October 2011

## AP 3750 Use of Copyrighted Material

### References:

Education Code Sections 32360 and 67302;  
U. S. Code Title 17, Copyright Act of 1976

**Note:** *A procedure on use of copyrighted materials is **suggested as good practice**. Insert local practice. The example highlights key criteria for the procedure(s), but is not exhaustive.*

*A number of associations provide excellent resources related to use of copyrighted materials. Please see the following websites for information that expands on the general checklists in this procedure, which may be used to develop and refine local practice. The booklets, “Questions and Answers on Copyright for the Campus Community” and “Guidelines for Campus Copying” are available on the first three websites and are excellent resources.*

- 1. The Association of American Publishers, [www.publishers.org](http://www.publishers.org), click on “conferences and publications”.*
- 2. National Association of College Stores, [www.nacs.org](http://www.nacs.org), click on “industry information” Software and Information Industry Association, [www.siaa.net](http://www.siaa.net), click on “bookstore”*
- 3. Copyright Clearance Center, [www.copyright.com](http://www.copyright.com)*
- 4. American Libraries Association, [www.ala.org](http://www.ala.org), click on “Washington Office” or “issues and advocacy”*

Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the “fair use” doctrine.

### Fair Use

#### Reference:

Copyright Act, Section 107

The “fair use” doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright may be required for works that fall within “fair use.”

**Note:** *The following is excerpted from the legislative history of the 1976 Copyright Act, which established congressionally endorsed guidelines related to classroom copying for educational use.*

- I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book
- B. An article from a periodical or newspaper
- C. A short story, short essay or short poem, whether or not from a collective work
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright

**Definitions:**

**Brevity:**

- i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
- iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- iv. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "i" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

**Spontaneity:**

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect:**

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

### III. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
  - i. substitute for the purchase of books, publisher's reprints or periodicals
  - ii. be directed by higher authority
  - iii. be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

## Compilations

### References:

Basic Books, Inc. v. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or "course packs," even if the excerpts fall under the definitions in the "fair use" doctrine.

## Online Courses

### References:

The TEACH (Technology, Education and Copyright Harmonization) Act;  
U.S. Code 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

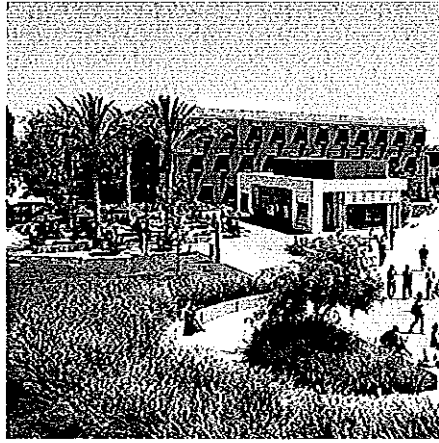
- The online instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course.
- Technical safeguards are used to prevent retention of the transmission for longer than the class session.
- The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session.
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
- The District does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
- The District notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

## **Obtaining Permission to Use Copyrighted Material**

<p><b>Note:</b> <i>Insert local procedures that describe the process faculty and others shall use to obtain permission to use copyrighted material.</i></p>
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**New 2/04**

# 2015-2016 Student Equity Plan



DRAFT

Adopted by ECCCD Board of Trustees  
on December 14, 2015



16007 Crenshaw Boulevard  
Torrance, CA 90506



# El Camino Community College



## Student Equity Plan

Reviewed by the El Camino College Academic Senate on November 17, 2015

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Reviewed by the El Camino College Council on November 17, 2015

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Reviewed & Adopted by the El Camino College Cabinet on December 7, 2015

•

Reviewed & Adopted by the El Camino College Board of Trustees on December 14, 2015

•

Submitted to the California Community Colleges Chancellor's Office on December 18, 2015

El Camino Community College developed a Student Equity Plan Advisory Committee (SEPAC) during the 2014-15 planning process that consisted of instructional and student support representatives, to include Vice Presidents, Basic Skills Initiative (BSI) Coordinators, faculty, and other representatives from categorical programs. This committee was formed to act as an advisory body to plan and oversee the implementation of the Student Equity Plan.

During the planning of the 2015-16 Student Equity Plan we reached out more broadly involve individuals serving on the Student Success and Support Program (SSSP) committee, deans and faculty from academic division across the institution, and the manager of the Professional Development and Learning Department. We also incorporated classified staff and student participation and collaborated with categorical programs leads from Foster Kindship Program, Veteran Affairs, Special Resource Center, Puente Program, Project Success, FYE, EOPS/Care, etc.

The Student Equity Program (SEP) Director, SSSP Co-Chairs, and Basic Skills Initiative (BSI) Co- Coordinators hosted a planning retreat as a platform for the 2015-16 academic year. This joint effort served to ignite collaboration among the various college programs to promote and share innovative ideas related to SEP, SSSP and BSI Initiatives and to better understand the new requirements for the SEP planning and budget templates and targeted groups. Participants reviewed the 2014-15 SEP and SSSP plans and generated many new ideas. The result of a closer look at the College's equity data and distillation of these ideas is reflected plan bellow.

We began by reviewing the previous year's plan to identify gaps in services and resources that would address our targeted student needs. We also considered activities and programs that other initiative were working on to avoid duplication of services and capitalize on resources.

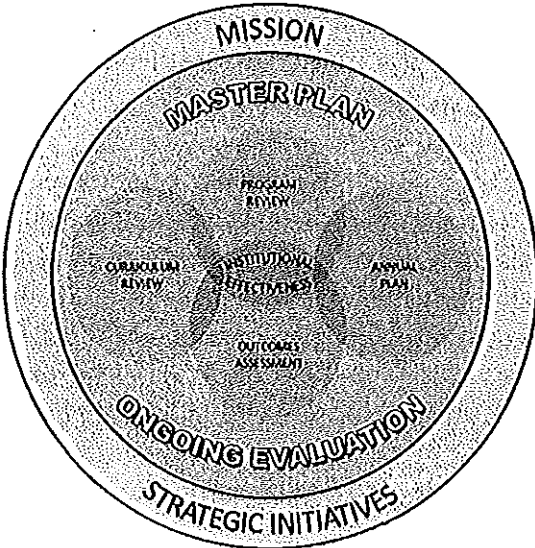
The SEP Director, the BSI Co-Coordinators and the Co-Chairs of SSSP also formed an ad-hoc Steering Committee to align our planned goals, share resources, identify data collection needs, and budget activities to maximize funding assets. We teamed up to identify the numerous professional development opportunities and assessed who would attend those conferences we deemed to offer the greatest return on our investment of time and fiscal resources. Our combined effort and collaboration with SSSP and BSI is strategic and focuses on increasing student success.

The Student Equity Director, along with 10 selected faculty, staff, administrators, attended the USC Center for Urban Education Training Institute earlier this year to learn how to collect data, analyze equity gaps, review activity plans, and ask "inquiry questions" related to student equity. The training was well received by all that attended and upon our return we held a similar training with a larger group that consisted of both vice president (academic affairs and student and community advancement), Co-chairs of SSSP, BSI, categorical programs, academic deans, faculty, staff, and students.

The El Camino Community College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiative and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. The Student Equity Plan will work with the necessary administrators, faculty and staff to begin the dialogue of how to incorporate an equity-lens when developing the annual plan and strategic initiatives for institutional effectiveness.

The master plan integrates with other College-wide plans focused on student success including the Basic Skills Initiative, Student Equity, Adult Education (Assembly Bill 86) and Student Success & Support Program Plans. These components join to guide resources allocation and produce the ultimate outcome of institutional effectiveness and greater student success.

[INSERT A BETTER MASTER PLAN IN COLOR]



The college's efforts to coordinate with other district's plans and programs are demonstrated in the *new retention center*. The concept of this center was developed in the Student Success Advisory Committee which includes the Student Equity Director and Basic Skills Coordinators. In this *new retention center*, SSSP will provide Counseling and educational planning services for at risk student to include basic skills and students on probation. Student Equity is co-supporting the Early Alert system and its services, which will also be housed in this center. The services for foster youth, also supported through Student Equity, will be offered in the center and will share counselors to support the advising, educational planning and other counseling services. These collaborative efforts will ensure a true integration of SSSP, Student Equity Program and Basic Skills Initiative.