Academic Senate of El Camino College 2013-2014

March 4, 2014

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

Officers & Executive Committee

President	**Christina Gold**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Michael Odanaka**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Mark Lipe**	Co-VPs Faculty Development	**Claudia Striepe**
VP Educational Policies	**Alice Martinez**		**Kristie Daniel-DiGregorio**
VP Instructional Effectiveness	**Karen Whitney**	Co-Presidents Elect	**Claudia Striepe and Chris Jeffries**
Secretary	**Chris Jeffries**		

Adjunct   (1 yr term)
vacant	
vacant	

Behavior & Social Sciences
vacant	14/15
Christina Gold	13/14
Kristie Daniel-DiGregorio	14/15
Lance Widman*	13/14
Michael Wynne	14/15

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

Compton Educational Center
Estina Pratt	14/15
Chris Halligan	14/15
Essie French-Preston	14/15
Michael Odanaka*	13/14
vacant	

Counseling
Griselda Castro	14/15
Chris Jeffries*	14/15
Dexter Vaughn	13/14

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

Health Sci & Athletics/Nursing
Mark Lipe	13/14
Tom Hicks*	13/14
Mina Colunga	15/16
Kim Baily	13/14
Robert Uphoff	14/15

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

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

Learning Resource Unit
Moon Ichinaga	13/14
Claudia Striepe*	13/14

Mathematical Sciences
Zachary Marks	15/16
Hamza Hamza	13/14
Arkadiy Sheynshteyn	13/14
Alice Martinez	14/15
Eduardo Barajas	13/14

Natural Sciences
Sara Di Fiori	13/14
Miguel Jimenez*	15/16
Anne Valle	15/16
vacant	
vacant	

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.
Stefan Ecklund

President/Superintendent
Thomas Fallo

Division Personnel
Jean Shankweiler
Tom Lew

Faculty   **Ken Key**
Tom Hazell

Ex-officio positions
ECCFT President
Sean Donnell
Nina Velasquez

Curriculum Chair
Mark Lipe

CEC Chair-Elect
Paul Flor

Institutional Research
Irene Graff
Carolyn Pineda

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

SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

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

FALL 2013		SPRING 2014	
September 3	Alondra Room	February 4	Alondra Room
September 17	Alondra Room	February 18	Alondra Room
October 1	Alondra Room	March 4	CEC – Board Room
October 15	Alondra Room	April 1	Alondra Room
November 5	Alondra Room	April 15	Alondra Room
November 19	Alondra Room	May 6	Alondra Room
December 3	Distance Ed Room (Lib166)		

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

FALL 2013		SPRING 2014	
September 5	Board Room	January 23 (if needed)	Board Room
September 19	Board Room	February 6	Board Room
October 3	Board Room	February 21	Board Room
October 17	Board Room	March 6	Board Room
November 7	Board Room	April 3	Board Room
November 21	Board Room	April 17	Board Room
December 5	Board Room	May 1	Board Room

Academic Senate of El Camino College 2013-2014

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AGENDA & TABLE OF CONTENTS

	minimum qualifications to mirror the state minimum qualifications of "Master's in sociology OR the equivalent." Our local ECC minimum qualifications are printed in the packet for your information.	
G. INFORMATION ITEMS – DISCUSSION	**A. Student Success Showcase: Accelerated Math.** This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued. Lars Kjeseth will make this presentation.	
	B. BP/AP 4021 Program Discontinuance. This BP/AP falls fully in the 10+1 purview of the Senate and requires two readings and a vote. This draft contains revisions reflecting discussion at the Feb. 18, 2014 ECC Senate meeting. It is presented here as an informational item, but will come back for a second reading on April 1.	**77-79**
	C. 2014 ECC Self-Evaluation Accreditation Report Draft.	
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**		

Committees

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

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

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

ACADEMIC SENATE ATTENDANCE
18th, February 2014

Name: Initials

Adjunct (1year)
Vacant
Vacant

Behavioral & Social Sciences
Name	Initials
Daniel-DiGregorio, Kristie	X
Gold, Christina	X
Widman, Lance	X
Wynne, Michael	EXC
Vacant	

Business
Name	Initials
Lau, Phillip	X
Miller, Tim	X
Troesch, Josh	X

Counseling
Name	Initials
Castro, Griselda	X
Jeffries, Chris	X
Vaughn, Dexter	

Fine Arts
Name	Initials
Ahmadphour, Ali	X
McMillin, Russell	X
Palacios, Vince	X
Wells, Chris	X
Whitney, Karen	X

Health Sciences & Athletics
Name	Initials
Baily, Kim	
Colunga, Mina	X
Hazell, Tom	
Hicks, Tom	
Uphoff, Robert	EXC

Humanities
Name	Initials
Cerofeci, Rose Ann	X
Gallagher, Ashley	X
Jaffe, Barbara	X
Marcoux, Pete	X
McLaughlin, Kate	X

Industry & Technology
Name	Initials
Durand, Ross	X
Fields, Mark	X
Gebert, Pat	X
MacPherson, Lee	X
Muckey, Tim	X
Winfree, Merriel	

Name: Initials

Learning Resources Unit
Name	Initials
Ichinaga, Moon	X
Striepe, Claudia	X

Mathematical Sciences
Name	Initials
Barajas, Eduardo	X
Hamza, Hamza	X
Marks, Zachary	
Martinez, Alice	EXC
Sheynshteyn, Arkadiy	X

Natural Sciences
Name	Initials
DiFiori, Sara	EXC
Jimenez, Miguel	X
Valle, Anne	EXC
VACANT	
VACANT	

Academic Affairs & SCA
Name	Initials
Arce, Francisco	
Klier, Bob	
Nishime, Jeanie	

Assoc. Students Org.
Name	Initials
Ecklund, Stefan	

Compton Education Center
Name	Initials
French-Preston, Essie	
Halligan, Chris	
Odanak, Michael	X
Pratt, Estina	
VACANT	

Ex-officio Positions
Name	Initials
Donnell, Sean (ECCFT)	
Velasquez, Nina (ECCFT)	
Evans, Jerome (CEC-VP)	
Lipe, Mark (CCC Chair)	X

Deans' Reps.; Guests/Other Officers:
Name	Initials
Lew, Tom	X
Pineda, Carolyn	X
Shankweiler, Jean	X

ACADEMIC SENATE MINUTES
February 18, 2014

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

Academic Senate President Gold called the second Academic Senate meeting of the Spring 2014 semester to order on February 18, 2014 at 12:35pm. The meeting was held in the Alondra Room.

Approval of last Minutes:
[See pgs. 6-11 of packet] for minutes of the February 4, 2014 meeting. There was a correction to the attendance sheet that was emailed in by Michael Wynne to say he was excused for the February 4th and 18th meetings due to activities for Black History Month.
M. Odanaka also had a correction to his Compton Educational Center report on page 8. When he was talking about the Center trying to obtain an exception for the 50/50 Law, the minutes should have read "…, they would owe the state $500,000," and not $3.5 million. He further went on to explain that it was the problem with the Cosmetology Department and not being able to claim FTES that could cost $3.5 million. The minutes were changed to read, "There had been a problem with the Cosmetology Department and them not being able to claim some of their FTES that could cost them $3.5 million! The problem came with the contracts being set up with beauty schools instead of individual instructors." P. Gebert added that she was involved with this issue at the beginning and even visited the school to make some recommendations which apparently were not followed.

C. Gold announced that she had flipped the agenda to have the reports last in order to get to business that had been postponed from the previous meeting, but since we did not have a quorum at this time, we would start with the reports first until we get a quorum.

OFFICER REPORTS
Academic Senate President's report – Christina Gold (CG) – pages 21-40
CG turned our attention to pages 21-26 which included a letter from the ACCJC and also the Follow-up Visit Report which included the findings from the evaluation team (one member) of his visit on November 14, 2013. She was happy to report that we have been officially taken off warning by the ACCJC!

VP – Compton Educational Center report – Michael Odanaka (MO)
MO was happy to report that the District has withdrawn the request for exemption for the 50% law and instead the District and the Federation will work together to see where funds can be applied to meet the law's requirements. MO explained the 50% law indicates that 50% of a district's budget needs to go towards instruction. Unfortunately counselors and librarians are on the wrong side of this law and no not count towards the 50%

Curriculum Committee report – Mark Lipe (ML)
The packets includes minutes of the November 26, 2013 and December 3, 2013 College Curriculum meetings. He is happy to report that four new AA-T's have been approved and these include Anthropology, Music, Philosophy, and Spanish. HD 115 has also been approved which is a 3-unit career development course. The English Department is also offering a new experimental course titled English 50RWA which combines English 84 and English A to help shorten the path to transfer and graduation for students at the pre-collegiate basic skill level.

VP – Educational Policies – Alice Martinez (AM)
AM is out on a short medical leave, so CG gave the report. The minutes can be found on page 55 of the packet.

Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)
CS reported that 36 part-time faculty members have now signed up for Part II of "Getting the Job" series. The Book Club will be starting up again and will begin by reading Real Talk for Real Teachers: Advice for Teachers from Rookies to Veterans: "No Retreat, No Surrender!"

VP- Finance – Lance Widman (LW)
No report.

VP – Academic Technology – Pete Marcoux (PM)
The 2nd Annual Technology Conference and Vendor Fair is this Friday. Unfortunately Dell has declined to come to the conference. He still thinks it is going to be a great event and encouraged everyone to attend.

SPECIAL COMMITTEE REPORTS
VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update –Karen Whitney (KW)
No report.

ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)
FA and JN were not available since they both were at College Council.

INFORMATION ITEMS-DISCUSSION
Student Success Showcase: Adaptive PE
This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued.
Our second program to be highlighted is the Adapted Physical Education Department headed by Mark Lipe. This program works closely with the Special Resource Center (SRC) and Health, Sciences, and Athletics (HSA). It includes a self-paced exercise program which is personalized, has accessible equipment, and courses taught by credentialed instructors.   The faculty include himself and Russell Serr, both full-time instructors and part-time instructor, Kathryn Cass, who teaches the adapted yoga class. There are six classes offered within the Adapted PE department: 1) PE 400 – Fitness; 2) PE 401 – Strength Training; 3) PE 404 – Cardiovascular Fitness; 4) PE 402 – Swimming; 5) PE 407 – Bowling; and 6) PE 409 – Yoga. A wide range of students are enrolled with various conditions and disabilities ranging from age 18 all the way up to 93. Student enrollment has gone done since 2007 and currently 157 students are being served by the program. Any age and disability is allowed in the program as long as the student can negotiate campus independently or with the aid of an attendant. They must be able to take care of their personal needs or have an attendant to assist them. Students enrolled in the Adaptive PE program are not affected by the new repeatability regulations and can take the class as often as they would like as long as they are progressing in their goals. Able bodied students can also take the class, but are only allowed to take once. M. Lipe emphasized that the program is not physical therapy and should not be used as such. The program really focuses on connecting and valuing their students by promoting communication among students by providing support groups, networking and referrals for the students in the program.   PE 201, Introduction to Adapted PE, is a course offered in the PE Department in which the Adaptive PE program pulls students from to work in the labs. Many of these students are Allied Health majors who get extra points for their program admission requirements by taking PE 201.   There are also

two class assistants per class to help in the classrooms along with volunteers who have been screened through HR. Each student has short-term and long-term goals. These goals could be to improve physical fitness, body composition and gross motor skills along with providing social interaction, networking and recreational opportunities. In addition, the program promotes self-advocacy. M. Lipe indicated that approximately 50% of the students in the program are here for personal health, but another 50% want to get a certificate, degree, or transfer. Title 5 allows for course repetition as long as they have a verified disability, are making measurable progress and their educational contract is up-to-date through the SRC. To be classified as a Title 5 repeatable class, at least 51% of the students in the class must have a measurable disability. The program has in the past supported a Future Disability Leader Association (FDLA) Club, but it is currently not active. October is recognized as Disability Awareness month. This program most definitely focuses on the six student-centered success factors especially in the areas of being nurtured and engaged. Many students and especially older adults are intimidated by the application and registration process, so the instructors often take those students directly into their offices to assist them through this process. The instructors have also been known to go up to Big Bear with them on skiing trips and assisting them in a 4 ½ mile wheelchair hike to the beach.

UNFINISHED BUSINESS
BP/AP 3200 Accreditation (pages 12-14)
This BP/AP falls partially within the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Educational Policies Committee and the VP of Student Services and campus Accreditation Liaison Officer. This is the second reading and the Senate may choose to vote. There are just a couple changes in the policy and the procedure is new. Faculty are included in the process and it also includes the creation of a College-Wide Accreditation Team. P. Marcoux moved to accept both the policy and the procedure and C. Wells seconded it. P. Marcoux asked if this was a boilerplate policy and procedure and the answer was yes to the policy, but the procedure was up to the discretion of the District. A. Ahmadphour asked if the creation of this committee just doesn't mean more work for the faculty and CG that it would be a standing committee and it will meet only to make sure our accreditation standards are up-to-date. There was a call for the vote and the motion passed unanimously with one abstention.

Senate President Election
Claudia Striepe and Chris Jeffries names were nominated for the position of co-president of the Academic Senate. As there were no more nominations from the floor, a vote was taken and passed unanimously. They will be serving a two year term starting Fall 2014.

BP/AP 4021 Program Discontinuance (pages 15-17)
This BP/AP falls fully in the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Deans' Council, VP or Academic Affairs, and the Educational Policies Committee. This is the first of two readings.
CG gave a little history about BP/AP 4021 which has been in development since about 2009. Tom Lew has been very instrumental in finally getting us what we have now. This procedure is required by law to be in place at least 6 months after the opening of the campus, so we are a little behind! It is a regrettable fact that sometimes programs do need to be discontinued, so it is imperative we have a policy and procedure in place. Luckily we have only had a few that have been discontinued in the last 10 years, but this new policy and procedure will ensure that it is data driven and purposeful. The important thing is that it puts us in a partnership with administration when dealing with discontinuing a program. CG provided us with a handout titled "Academic Senate of California Community Colleges, Program Discontinuance: A Faculty Perspective Revisited, 2012. She pointed out where in our policy and procedure various recommendations of this paper can be found. C. Wells asked if this BP and AP dealt with only academic programs because it seems like we would need one for student services too. P. Marcoux asked if we should go under the assumption that the discontinuing of a program is always

initiated by administration and CG said that no, the procedure allows for deans or faculty to initiate the process. One important point is that it cannot be part of program review. A. Ahmadphour noted that we have had discontinued programs and used the Culinary Program as an example. He feels it is very important that the Academic Senate be included in the decision to discontinue a program. C. Wells would like to see a better definition of a program. L. MacPherson wonders what triggers the initiation of the process. He understands that the task force will be looking at the data, but how does it all start? He feels if we are even looking at discontinuing a program than it becomes a snowball effect and before you know it, the program is discontinued. How can we be assured that the triggers that started the process are even the same ones being looked at by the task force? T. Lew replied by saying that we have to agree on the criteria and they are listed on page 2 (17 of the packet) of the procedure. C. Wells wonders how this procedure deals with de facto discontinuance or when the dean begins minimizing the offerings of the program. He feels this is not addressed and this can often be an arbitrary decision. CG felt that this is addressed in curriculum since courses are required to be offered in a certain timeframe. T. Lew said it is the right of the district as to which courses to offer. C. Wells would like to see a revitalization of a program before we decide to discontinue it. He recommends the steps be intervention, program viability and then discontinuance. CG noted that Title 5 only requires a discontinuance policy and procedure. C. Wells acknowledged that this policy and procedure is fine as far as discontinuance is concerned, but those other areas also need to be looked at. CG feels our program review process is so highly improved from the past since it is much more rigorous, data driven, and required every four years that the recovery of a program can be helped along in that process. L. MacPherson did agree that the recommendations that come out of the program review should address this and there have been lots of improvements with the current program review process. M. Lipe also noted that curriculum is addressed in the program reviews. CG pointed out that the task force recommendations will be presented in a report that explains the decision and provides the relevant data. J. Troesh feels the procedure just creates a mechanism to provide a recommendation and he is concerned with what "it" means in the procedure. T. Lew said he would work on this. C. Wells asked who develops a program creation program and M. Lipe said it is faculty driven and labor market supported. The Chancellor's office has a handbook that describes this process.

 ADJOURN
The meeting adjourned at 1:57pm.
CJ/ECCSpring14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 18, 2014

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

1.   The February 18, 2014 Board agenda was reviewed.
    a.   Two clerical errors will be corrected during the Board meeting.
    b.   Jeanie Nishime will give a presentation on the Student Success and Support Program Implementation Status.

2.   The James Russell Sculpture dedication is today at 3 p.m.

3.   The Spring 2013 Employee Campus Climate Survey Results will be reviewed again by College Council on February 24, 2014.

Agenda – February 24, 2014:
1.   Minutes
2.   AP/BP 3200 (Accreditation)
3.   Spring 2013 Employee Campus Climate Survey Results
http://www.elcamino.edu/administration/ir/surveys.asp

College Council 2013-14 Goals:
1.   Focus on student success and learning.
2.   Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3.   Incorporate evidence-based decision making when evidence is available.
4.   Actualize the "Making Decisions at El Camino College" document.
5.   Complete the review of all policies and procedures relating to Accreditation.
6.   Set up a review cycle for all policies and procedures.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 24, 2014

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

1.   BP/AP 3200 (Accreditation) were distributed. These have both gone through consultation and are ready to go to the Board.

2.   The Spring 2013 Employee Campus Climate Survey Results were reviewed and discussed as follows.

The ECC results are now published on website. There was a good response rate from employees. There was a low response rate from students last fall. The Community College Survey of Student Engagement (CCSSE) will be administered this spring.

The Compton Center results are also on our website.

This is a large report with a lot of detail. By and large the workforce was well represented. The following six themes emerged: Campus Work Environment, Communication, Service to Students, Employee Inclusion, Mission and Planning.

There was an opinion that two questions (4 and 27) should have been categorized in the planning category rather than work environment.

Two focus groups (faculty and staff) will be formed to determine how to improve communication.

The report will be reviewed in the Deans Council, Academic Senate and Planning and Budgeting Committee. It will also be presented to the Board.

The report will be discuss again at the next meeting.

Agenda – March 3, 2014:
1.   Minutes
2.   Policies (Jeanie)
3.   Spring 2013 Employee Campus Climate Survey Results
http://www.elcamino.edu/administration/ir/surveys.asp

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
February 13, 2014

Present: J. Anaya, F. Arce, C. Fitzsimons, W. Garcia, A. Garten, E. Geraghty, I. Graff,
A. Grigsby, J. De Guzman, D. Hayden, O. Hyacinth, B. Klier, T. Lew, G. Miranda, R. Murray,
J. Nishime, T. Pao, B. Perez, M. Ramey, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader,
J. Sims, J. Wagstaff

I. INFORMATION

A. Notes of 1/23/14: Distributed and reviewed with the following revisions:
IIB. Incident Reporting Form: **A draft copy was reviewed** one page document was developed to include all data needed for student discipline issues. The form is available online and NCR form. **The form is not available at this time because it is still being revised.** If the new form is approved by all committee members, the administrative procedure would need to be changed.

IIC. Timeline Assessment timelines due to faculty **SLO Facilitators** on 1/31.

IIIA.6 Maximum Class Size: Faculty must enroll students to maximum class size; however, they are not expected to add students beyond class maximum. **Faculty cannot arbitrarily determine their own class sizes. Doing so violates enrollment guidelines in Title 5 regarding fair and equitable access to classes. Maximum class size policy is implied in college load review procedures and WSCH/FTE targets and is supported by legal opinion.**

B. CEC Update: R. Murray provided an update:
- The Accreditation Committee met on 2/11/14. Revisions will be made to the Standard.
- Working on the eligibility list and will use the Willow International Center model.
- Short term division 3 will offer 4; division 2 will offer 2.
- AB86 Adult Education Consortium – linkage between K-12 and community college districts to improve adult education services. CEC is part of a consortium which includes Lynwood, Compton, and Paramount Unified School Districts.
- Working on management plan and budget.
- LRC grand opening will be held on 4/15. Lighting will take place on Artesia Blvd.

C. ASO Update: Joy De Guzman provided an update:
- J. De Guzman was introduced as the ASO representative for the Council of Deans.
- Highlights of last semester include:
-- Proceeds from the Thanksgiving Drive went to students in the CalWorks Program.
-- The Final Madness held last semester experienced its largest turnout with over 200 students.

1

- Ongoing project: ASO is planning to advocate an activity fee of $10. Funds would be used for programs and activities and split between ASO and ICC.

D. Student Reporter: Matt Simon introduced himself as the editor-in-chief of the Union newspaper. The first Spring 2014 issue of the Union newspaper was distributed. Any topics or issues can be forwarded to M. Simon.

II. DISCUSSION/ACTION

A. Clery Act: Chief Trevis provided a PowerPoint representation on the CLERY Act, disclosure of campus security policy and campus crime statistics act.

Dr. Arce encouraged deans and directors to reference the presentation at division meetings for faculty awareness.

B. Accreditation: J. Nishime thanked everyone for their work on SLOs and assessments. ACCJC removed the College off warning status. A comprehensive visit will take place in fall 2014 with a clean slate. All nine recommendations were resolved.

The self-evaluation report is posted. J. Shankweiler encouraged Council members to review draft and forward comments before the open forums. A study session for Standard II A, B, and C will be scheduled.

C. Board Policy Review:
- BP/AP 3900 Speech – need additional discussion. The draft of BP 3900 will be re-sent to Council members.
- BP 5025 Foreign Students Visa – Deletion.
- BP/AP 5130 Financial Aid – Few revisions. Move references to the bottom of the page. Correction: Protocols. Administrative Procedure is new.
- BP 5505 Minimum Academic Standards & Service Limitation – Deletion.
- BP 5506 Student Rights & Responsibilities – Deletion.
- BP 5555 Guest Speakers – Deletion.
- BP 5800 Removing Pupils from Schools During School Hours – Deletion.
- BP 4040 Library Services – Need to be reviewed. Changes can be forwarded to J. Shankweiler.
- BP/AP 4235 Credit By Exam – Procedure will need to be reviewed by deans and discussed at a future VP/AA staff meeting.
- BP 4250 Probation Dismissal – Will move forward to Academic Senate.

III. OTHER

A. Announcements:
1. ACCCA: ACCCA raffle tickets are available through J. Nishime. Proceeds will go toward scholarships.
2. Passing Employees: The recent passing of two employees, Louis Sinopoli and Dave Snowden, will be recognized at the February Board meeting.
3. F-1 Students: A faculty member in the Natural Sciences Division expressed concern about his lab class that had 28 F-1 students enrolled. How did that happen?
4. Nursing Department: (1) Lawndale High School will visit and work with Nursing, Respiratory Care, and Radiologic Technology. (2) Nursing forum with CEC and ECC.

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Focus was on the BSN degree. (3) New student orientation will be combined with both campus – CEC and ECC.

5. <u>Fine Arts</u>: A meeting was held with other academic deans of Fine Arts. Thirty deans met to discuss the impact of repeatability and other issues in Fine Arts. It was also an opportunity for community colleges to interface with CSULB about transfer issues.

6. <u>Visitation</u>: R. Dreizler and C. Fitzsimons visited students at Madrona Middle School in Torrance.

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EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: February 13, 2014

Present: M. Abbani, F. Arce, R. Bell, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, I. Graff, J. Holiday, S. Kunisaki, G. Miranda, D. Reid, J. Shankweiler

Other Guests: Cheryl Shenefield, Preston Reed

The meeting began at 1:05 p.m.

I. INFORMATION
A. Notes of January 30, 2014: Distributed and reviewed.
   1. The notes were reviewed and the committee was asked to notify J. Nishime and F. Arce of any corrections.

II. DISCUSSION/ACTION
A. Degrees & Certificates Report (Graff, Reed)
   1. Report was reorganized and expanded to include Associate of Arts for Transfer (AA-T), CTE, STEM, and SEM and disaggregated by demographic groups as mandated by ACCJC. Report covers a 5-year trend of degrees and certificates awarded 2008-09 to 2012-13.
   2. At ECC, 5-year trend shows 78% increase in degrees and 36% increase in certificates. At Compton, 88% increase in degrees and 49% increase in certificates over 5-years. Thoughts as to why it is important to increase the number of degrees and certificates: 1) having degrees/certificates are significant to students who search for jobs and 2) increases in the number of degrees/certificates are viable success markers.
   3. Table 1 (page 3) combines data from the Chancellor's office (1st 4 years) and ECC Admissions & Records (year 5). A&R data was used because of miscoding problems with the Chancellor's office data that year. Basic skills coding has been corrected for the Student Success Scorecard going back to 2002-03. ITS is working with the Chancellor's office on a regular basis to clean up and improve the quality of data.
   4. 2012-13 is the first reporting of AA-T degrees. 79 transfer degrees were awarded at ECC (Table 2, page 5) and is listed by majors in the Appendix A, page 9, Table 6. 10 transfer degrees were awarded at Compton (Table 4, page 6) and is listed by majors in Appendix B, page 19, Table 18.
   5. Initiatives (CTE, STEM, and SEM) saw growth in 5 years at ECC and Compton Center. IRP will send committee members the most current report on initiatives with feedback from the Graduation Initiative showing a 5-year trend. ECC 5-year trends: CTE degrees increased by 34% and 28% for certificates; STEM degrees increased 400% and 260% for certificates; and SEM degrees increased 413%. Similar growth was seen at Compton Center: 71% increase in CTE degrees and 230% increase in CTE certificates over 5-years. Discussed possible reasons for growth and types of activities that attributed to growth: 1) programs targeting these majors (i.e. MESA, TRIO), 2) publicity from President Obama's speeches promoting STEM programs, 3) awareness shift on campus and review of over 1,000 courses since 2009, and 4) Project Lead the Way. Foreign students are allowed to stay longer to complete a STEM degree. Beginning to see the effects of activities started the first year of the Graduation Initiative.
      a. Discussed the need for campus-wide efforts to encourage students who have no direction/motivation to find or develop educational plans. Suggestions include posting success profile banners of current students, advertising in the Union

newspaper and sending general information to parents who volunteer to receive information. Suggestion was made to include Ann Garten in the discussion of focusing on internal on-campus communication to students.

6. Appendix A - ECC (page 9) shows data broken out by types of degrees, certificates and initiatives awarded by age, gender, and ethnicity. Data not as detailed for Compton Center – some cells too small (less than 5 students). Suggestion was made to provide charts for Compton that shows data with more than 5 students. Can do so for internal (not external) reports to protect student privacy. Comparisons between fall 2011 and 2012-13:
   a. Age - students receiving degrees and certificates tend to be older than the general student body.
   b. Gender remained about the same.
   c. Ethnicity – slight increase in Asian population (just under 17% in fall 2011 and 24% for 2012-13); decrease for African Americans (18% in fall 2011 and 10% in 2012-13); Latinos remained about the same; and increase for White population (17% in fall 2011 and 19% in 2012-13).
   d. It would be helpful to note the general population in reports so you don't have to refer back to the Fact Book. Suggestion was made to provide break down by high schools to know which high schools to target.
   e. Milestones Report on larger feeder high schools were just completed by IRP and will be shared with this committee. High schools don't have access to this type of data.

7. Table 16 (page 13) – data on degrees awarded by major and division. It would be helpful to show enrollment for each year so you don't have to refer back to the Fact Book. Shifting to four years was recommended.

8. Feedback on this report is appreciated; the report will be revised to reflect suggestions and sent to the committee.

9. P. Reed will be working on report showing how long it takes students to reach their goal/degree that includes disaggregation by academic preparation.

B. Follow-up
   1. It was recommended from the last meeting to set up a working subcommittee to discuss brainstorming results on the student success plan once the template is adopted.
      a. One approach would be to use the Action Guide that walks a working group through the process of adopting a student success plan using the six themes developed from the student success redefined research. This working group could bring back recommendations for brainstorming with the Student Success Advisory committee.
      b. The decision was made to start with overall recommendations at the next meeting and determine what's feasible or not. Then the entire committee can work on one section at a time.
      c. Proposal was made to create campus breakout interdisciplinary groups assigned to each topic. Discussed how the entire campus is engaged on flex day but there is no follow-up after flex day. Maybe faculty development can develop a better structure for the next fall flex day.
      d. The deadline to submit the Student Success Plan (college-wide plan for student success) is October 2014. The Chancellor's office may be more focused on matriculation but suggestion was made to develop a broader Student Success Plan through the college's strategic planning process. At the Planning Summit tentatively scheduled on April 24, 2014, may discuss the six student success themes based on the framework set up by the Student Success Advisory

2

committee.

2. Automatic Granting of Degrees – a subcommittee met and discussed potential pros and cons of automatically awarding degrees earned – there were more cons than pros. The summary of the meeting was forwarded to the VPs and may be discussed at the next meeting.

III. NEXT MEETING

The next Student Success Advisory Committee meeting will be held on February 27, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 2:04 p.m.

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Academic Senate President Duties and Committees

Striepe & Jeffries elected as Co- Academic Senate Presidents at Feb 18th 2014 Senate meeting for a 2 year term (F2014 through S2016)

Meeting with AS President Christina Gold and Co-AS Presidents Elect Jeffries and Striepe
February 2014

Discussed:

1. Upcoming Strategic Planning sessions meetings : Friday April 4th, 8:30-2:30. CS to attend.
   Friday April 11th , 8:30 – 2:30 CJ to attend.
   Friday 25th April (Tentative, if needed), all (CS/CJ/CG) attend.
2. Put in request for AS office computer – perhaps an older one, culled from the discards from the proposed April staff computer update. There IS a printer and scanner (scanner may be broken). CG currently uses own laptop.
3. Compliance with Brown Act and advisability of posting agendas/minutes in public area 72 hours in advance of meetings. (suggested AS Office window)
4. Attend Faculty Leadership Institute @ approx. $700. Each. This year in San Diego Paradise Point Hotel and Spa, June 12-14. Organized by the statewide Senate ASCCC. Advised to book single rooms.
5. Attend Plenary sessions, one in Spring and one in Fall, and rotated between N and S California.
6. Attend Area C meetings. There are 5 districts and we are in Area C, these are usually held 2 weeks prior to the Plenary sessions and go over the resolutions that will be voted on during the Plenary sessions.
7. Committees: listed in the AS packets, with members.
   PBC (Planning and Budgeting) – well taken care of by LW with ER as back-up.
   FDC (Faculty Development) – well taken care of by CS and KDD, KDD alone next term.
   Ed. Policies Committee – CJ well versed in this area and will support AM.
   Facilities Steering Committee – CG goes to this (they meet rarely) to give faculty input, especially on matters of classroom design.
8. Student Success Advisory – CJ on this panel and will continue.
9. College Council meets once a week at noon for one hour in Admin 131. Students, faculty and staff are represented. They review the Board agenda once a month.
10. Dean's Council meetings are held 8:30 – 10 on the 2nd and 4th Thursday of the month. This is a useful meeting. The AS President gives a report using the official minutes of the AS.
11. Meet with VP's twice a month to go over the Senate agenda and get their input. Keep the VP's on the Agenda packet as a standing item.
12. Meet with AS Executive once or twice a semester.
13. Attend Accreditation meetings. If the final report is accurate, we can sign off on it. There will be an Accreditation team site visit in Fall.

14. Attend Board Meetings once a month on 3rd Monday of month. AS President makes a report to the Board during the open section of the meeting. Keep an eye out for the Supplementary materials that Dr. Fallo posts.
15. Co-Chair the hiring prioritization meetings each Fall with Dr. Arce. Advocate to ensure the numbers presented by the Deans are accurate, and that Program Review should be consulted. The committee makes recommendations via votes to the President, who may tweak the recommendations, but then must provide a written rationale.
16. Sign off on the Basic Skills report (area chaired by Sara Blake) This grant may be ending soon.
17. Minimum Qualifications is the minimum academic preparation for academic positions. There are usually 2 issues, either the department seeks a change and then goes through the Academic Senate, or a question of equivalencies which is a process undergone via the academic department and then the AS President, VP Ed Policies, Dean and Human Resources oks it.
18. Attend Commencement at ECC and CEC…lead faculty procession and sit on stage. May be one sentence to be read during the ceremony.

OTHER:

Senate budget usually approx. $3000pa.

Issue of ECC not spending down reserves like comparable colleges. Some 20% of services were cut In the past using the issue of saving reserves.

Issue of release time for CS and CJ…VP Arce will meet with us to discuss this. Should be 25% (around 10 hours a week.)

We will meet with CG regularly to see how to put together the AS packet, and other duties.

CG gave us booklet "Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate."

Cs/2014Feb

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
January 28, 2014

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

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

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

Guests: L. Linka, R. Mekaru, J. Sims, P. Sorunke

CALL TO ORDER
Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

VICE PRESIDENT'S REPORT
F. Arce expressed his appreciation for all the work the committee has done. The committee has officially approved 16 transfer degrees which is 3 degrees shy of meeting the target to be in compliance with the 80% goal for El Camino College. Transfer degrees for computer science, business, and studio arts are pending approval. The College has experienced a struggle with enrollment all last year. Although the current enrollment is at goal, the enrollment trend report will not be available until Friday, January 31st.

APPROVAL OF MINUTES
The minutes from the November 26th meeting was tabled.

CURRICULUM REVIEW – Standard Review/Consent Agenda Proposals

Health Sciences and Athletics Division

The Respiratory Care Department conducted course reviews for Respiratory Care 176, 280, 282, and 286 to update "to be announced" laboratory contact hours, course objectives, and outline of subject matter for Title 5 compliance. Study hours, textbook, matching entrance skills to exit course objectives, and Student Learning Outcome statements need to be corrected or updated during the next review. These courses are classified as career and technical education (CTE) courses. R. Mekaru informed the committee students complete 1400 hours which are spread out over six semesters.

Chair Lipe called a motion to approve the four respiratory care course proposals. E. French-Preston moved, W. Brownlee seconded, and the motion passed unanimously.

1

Industry and Technology Division

The Industry and Technology Division proposed the inactivation of Air Conditioning and Refrigeration 32 and Cosmetology 103. A motion was made to approve the two course inactivations. D. Pahl moved, V. Nemie seconded, and the motion passed unanimously.

C-ID Presentation

L. Suekawa gave a presentation on C-ID (Course Identification Numbering System). C-ID is now a component of the transfer degrees (AA-T/AS-T) and the College must have 100% compliance with the C-ID descriptor for course content and designated prerequisite. Beginning June 2014, the Chancellor's Office is planning to pull any transfer degrees without approved C-ID designated courses. Visit the C-ID website and SB1440 website to learn more about the transfer degree policies.

The top challenges for the committee are:

1. Not 100% compliant with course descriptor content
2. Textbooks out of date
3. May not have the 100% compliance with prerequisites
4. Time constraints (2014)
5. Fear of losing articulation [i.e. Accounting SDSU (LDTP)]
6. Incorrect TMC (Transfer Model Curriculum)Template-total units calculated
7. Incorrect TMC-Template –total units double counted

What can we do at the ECC?

1. Have faculty respond to descriptors and provide input
2. Content review
3. Update books
4. If denied, provide rationale or make changes when possible
5. Please communicate with curriculum advisor and articulation officer with questions

Standard Review/Consent Agenda Proposals

The following courses were reviewed and are ready for final action:
1. Respiratory Care 176 (RC 176)
2. Respiratory Care 280 (RC 280)
3. Respiratory Care 282 (RC 282)
4. Respiratory Care 286 (RC 286)

The following course inactivations were approved and are ready for final action:
1. Air Conditioning and Refrigeration 32 (ACR 32)
2. Cosmetology 103 (COSM 103)

CHAIR'S REPORT

Chair Lipe thanked A. Hockman for serving on the College Curriculum Committee to finish the last semester of the 3-year term for the Mathematical Sciences Division. The division needs to elect a representative to serve the committee for a new 3-year term which begins fall 2014.

David Pahl's term as the Business Division's representative on the College Curriculum Committee comes to an end this semester, and the division needs to elect a representative for a new 3-year term for fall 2014.

Chair Lipe plans to contact B. Perez to request the name of the dean from the Compton Center who will represent the College Curriculum Committee.

The committee needs to elect a Chair Tem Pro in the event Chair Lipe is unable to attend the meeting. By the end of this semester, the committee will elect a curriculum chair-elect for the new term. Contact Chair Lipe and Q. Chapman if you wish to serve on the nominating committee.

The Curriculum Institute conference is scheduled for July 10-12, 2014 in San Jose, CA. If you are interested in attending the conference, go to the Academic Senate for California Community Colleges website at http://asccc.org and click under EVENTS and then INSTITUTES for more information.

The Curriculum Institute is intended for faculty, particularly curriculum chairs and chief instructional officers, involved in new program development, program revision, or technology curriculum development. Faculty attending the Institute will learn good curriculum committee practices; write integrated course outlines; receive special assistance from curriculum specialists, and learn other useful skills involved in developing curriculum at the community colleges. Please let us know if you are interested in attending.

ADVISORY REPORT

Q. Chapman advised the committee to remind faculty to submit their course review proposals in CurricUNET for courses that fall within the 6-Year Course Review cycle. The Standard Technical Review Subcommittee will review proposals in CurricUNET on February 13th.

ADJOURNMENT
Chair Lipe called for a motion to adjourn the meeting. W. Brownlee moved, D. Pahl seconded, and the motion was carried. The meeting was adjourned at 3:28 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

January 28, 2014
Approved Curriculum Changes for 2015-2016

HEALTH SCIENCES AND ATHLETICS

TBA LAB CONTACT HOURS REVIEW (Compliance Update)

1. Respiratory Care 176 – Introduction to the Respiratory Care of the Non-Critically III Patient
2. Respiratory Care 280 – Respiratory Care of the Critically III Patient II
3. Respiratory Care 282 – Fundamentals of Perinatal and Pediatric Respiratory Care
4. Respiratory Care 286 – Fundamentals of Pulmonary Rehabilitation and Home

INDUSTRY AND TECHNOLOGY

INACTIVATIONS

1. Air Conditioning and Refrigeration 32 – Fundamentals of Pneumatic Controls
2. Cosmetology 103 – Introduction to Manicuring Arts

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Note: Inactivations are effective immediately

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
February 11, 2014

Present: F. Arce, S. Bartiromo, W. Brownlee, A. Cornelio, B. Flameno,
        E. French-Preston, A. Hockman, L. Houske, R. Klier, S. Kushigemachi, M. Lipe,
        D. Pahl

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

Ex-Officio Members Absent: S. Bosfield, T. Bui, S. Ecklund, G. Florimon, M. Hall, V. Nemie,
J. Simon

Guests: D. Hayden, L. Linka, T. Muckey, R. Newell, S. Rodriguez, D. Shrader, P. Sorunke

CALL TO ORDER
Chair Lipe called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

VICE PRESIDENT'S REPORT
F. Arce attended the management meeting last week where students from the Journalism
Department gave an excellent report on the journalism program at El Camino College. The
College learned this week the Accrediting Commission for Community and Junior Colleges
(ACCJC) acted to remove El Camino College from warning status during its January 7-10, 2014
meeting. F. Arce thanked everyone for their contribution to the SLO assessments and B. Klier
for his excellent editing skills. The next draft of the self-evaluation is due March 30th, and the
final draft is due in July 2014. The ACCJC will visit the college in late September or mid
October 2014.

APPROVAL OF MINUTES
The minutes from the November 26th and December 3rd meetings were sent via email and
approved.

CURRICULUM REVIEW – Standard Review/Consent Agenda Proposals

Industry and Technology Division

The Industry and Technology Division conducted course reviews for Air Conditioning and
Refrigeration 31 (ACR 31), Administration of Justice 107 (AJ 107), and Cosmetology 2abcd
(COSM 2abcd). Chair Lipe tabled Cosmetology 2abcd for fall 2014.

A motion was called to approve ACR 31 and AJ 107 course proposals, including the conditions
of enrollment changes. R. Newell moved, W. Brownlee seconded, and the motion passed
unanimously.

1

Fine Arts Division

The committee reviewed ten course proposal submissions from the Fine Arts Division.
It was recommended the Art Department update the "Typical Assignment" section in the course outline of record for Art 209 during the next course review cycle. The page length for the written essay needs to be identified. The Film Department is inactivating Film 50 since the course is no longer needed as it was representative of an experimental course.

Chair Lipe called a motion to approve the nine course proposals and one course inactivation under review. W. Brownlee moved, R. Newell seconded, and the motion passed unanimously.

Humanities Division

The Humanities Division submitted six course proposals for review. The committee recommended the course outline of record for Chinese 24 be updated to remove final exam hours from the Outline of Subject Matter (topic VI). S. Kushigemachi will discuss the issue with the faculty and notify Chair Lipe of the decision. Spanish 1 course was tabled and returned to course proposer for minor changes.

Chair Lipe called a motion to approve the five of the six course proposals under review. D. Pahl moved, L. Houske seconded, and the motion passed unanimously.

Standard Review/Consent Agenda Proposals

The following courses were reviewed and are ready for final action:
1. Air Conditioning and Refrigeration 31 (ACR 31)
2. Administration of Justice 107 (AJ 107)
3. Art 109 (ART 109)
4. Art 209 (ART 209)
5. Chinese 24 (CHIN 24)
6. Journalism 12 (JOUR 12)
7. Music 112 (MUSI 112)
8. Music 143 (MUSI 143)
9. Music 144 (MUSI 144)
10. Music 145 (MUSI 145)
11. Music 146 (MUSI 146)
12. Music 222abcd (formerly MUSI 222)
13. Music 260abcd (MUSI 260abcd)
14. Spanish 2 (SPAN 2)
15. Spanish 21 (SPAN 21)
16. Spanish 22 (SPAN 22)

The following course inactivation was approved and is ready for final action:
1. Film 50 (FILM 50)

2

CHAIR'S REPORT

Chair Lipe reminded the Standard Technical Review Subcommittee (W. Brownlee and S. Bosfield) to review the course proposals in CurricUNET by February 13th. Q. Chapman will follow-up with B. Perez for the name of the Compton Center dean assigned to support the College Curriculum Committee. There are two volunteers needed to lead the chair election for fall 2015.

ADVISORY REPORT

Q. Chapman informed the committee the full review proposals are available in CurricUNET and are due today. Proposals are due on February 14th from the Business, Fine Arts, Industry and Technology, and Mathematical Sciences divisions.

ADJOURNMENT
Chair Lipe called for a motion to adjourn the meeting. B. Klier moved, L. Houske seconded, and the motion was carried. The meeting was adjourned at 3:15 p.m.

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EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

February 11, 2014
Approved Curriculum Changes for 2015-2016

FINE ARTS

COURSE REVIEW

1. Music 143 – Beginning Woodwind Instruments
2. Music 144 – Beginning Brass Instruments
3. Music 145 – Beginning Percussion Instruments
4. Music 146 – Beginning String Instruments
5. Music 260abcd – Woodwind Ensembles

COURSE REVIEW; CHANGE IN COURSE DISCIPLINE

1. Art 209 – History of African Art
   Current Status/Proposed Changes
   Course Discipline: Art <u>History</u>

   Recommendation

   Course Discipline: Art History

COURSE REVIEW; CHANGES IN COURSE DISCIPLINE, CATALOG DESCRIPTION, REMOVE DISTANCE EDUCATION ONLINE COURSE VERSION/DELIVERY METHOD

1. Art 109 – Contemporary Art in World Cultures
   Current Status/Proposed Changes
   Course Discipline: Art <u>History</u>

   In this ~~international~~ <u>global</u> survey of contemporary art, students study recent works by artists from different ~~geographic~~ <u>geographical and cultural</u> regions of the world. Emphasis is placed on artworks that reflect changes to world cultures resulting from <u>colonization, war, and</u> globalization and that capture the interconnections among world cultures and individuals from a humanistic perspective. Using a comparative

and transnational framework, students identify commonalities and differences in the way diverse cultures and individuals are affected by and respond to global change.

Recommendation

Course Discipline: Art History

In this global survey of contemporary art, students study recent works by artists from different geographical and cultural regions of the world. Emphasis is placed on artworks that reflect changes to world cultures resulting from colonization, war, and globalization and that capture the interconnections among world cultures and individuals from a humanistic perspective. Using a comparative and transnational framework, students identify commonalities and differences in the way diverse cultures and individuals are affected by and respond to global change.

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

Current Status/Proposed Changes
1. Music ~~222~~ 222abcd – Opera Workshop

   Enrollment Limitation: Audition
   <u>Prepare and perform a solo selection from memory and demonstrate the ability to read music at a beginning level.</u>

   Recommendation

   Music 222abcd – Opera Workshop

   Enrollment Limitation: Audition
   Prepare and perform a solo selection from memory and demonstrate the ability to read music at a beginning level.

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Music 112 – Music Cultures of World

5

INACTIVATION

1. Film 50 – Special Topics in Film or Video

HUMANITIES

COURSE REVIEW

1. Chinese 24 – Introduction to Chinese Language and Culture
2. Spanish 2 – Elementary Spanish II
3. Spanish 21 – Beginning Conversational Spanish
4. Spanish 22 – Intermediate Conversational Spanish

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Journalism 12 – Mass Media and Society

INDUSTRY AND TECHNOLOGY

**COURSE REVIEW; CHANGE IN CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Administration of Justice 107 – Crime and Control - An Introduction to Corrections
   Current Status/Proposed Changes
   Recommended Preparation: eligibility for English 84 A

   Recommendation

   Recommended Preparation: English A

**REACTIVATE; COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION,
LECTURE HOURS, LAB HOURS, FACULTY LOAD**

1. Air Conditioning and Refrigeration 31 – HVAC Electronics
   Current Status/Proposed Changes
   Units: 2   Lecture hours: 1.5 2.0   Lab hours: 1.5   Faculty Load: 17.5% 13.33%

6

Prerequisite: Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C in prerequisite or equivalent
Credit, degree applicable
Transfer CSU

In this course, students learn the fundamentals of ~~electronic controls~~ <u>Direct Digital Controls (DDC)</u> used in heating, ventilation ~~and~~, air conditioning<u>, and refrigeration</u> (~~HVAC~~ <u>HVACR</u>) systems. The topics covered include basic ~~electronic~~ <u>DDC</u> system components, single <u>and multi-</u>function electronic controls, <u>DDC and pneumatic</u> variable air volume (VAV) systems, variable speed motors, <u>controllers,</u> <u>programmable</u> and ~~programmable logic~~ <u>configurable logic</u> controller ~~(PLC)~~ operation and application<u>, introduction to communication protocols, and electronic diagram interpretation.</u>

Recommendation

Units: 2   Lecture hours: 2.0   Faculty Load: 13.33%
Prerequisite: Air Conditioning and Refrigeration 21 or 22 with a minimum grade of C in prerequisite or equivalent
Credit, degree applicable
Transfer CSU

In this course, students learn the fundamentals of Direct Digital Controls (DDC) used in heating, ventilation, air conditioning, and refrigeration (HVACR) systems. The topics covered include basic DDC system components, single and multi-function electronic controls, DDC and pneumatic variable air volume (VAV) systems, variable speed motors, controllers, programmable and configurable logic controller operation and application, introduction to communication protocols, and electronic diagram interpretation.

Note: Art course discipline change effective immediately due to previously approved agreement outside of College Curriculum Committee purview.

Educational Policies Committee
Minutes
Date: 2/25/14   Time: 1:00-2:00pm
Location: MBA 130C

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

Minutes from 2/11/14:

Members present: Rosemarie Cervantes, Susan Taylor, Christina Gold, and Jean Shankweiler.

I) Update on policies/procedures
   1) BP/AP 3200 Accreditation Policy – 2/24 passed College Council. Ready for the Board.
   2) BP/AP 4021 Program Discontinuance – 2/18 first reading in Senate.   Tom Lew and Chris agreed
       upon edits that would address Senate concerns. The edited version will be brought for a second
       reading and potential vote on 4/1.
   3) BP/AP 4027 Administration of Relations - Planned for first reading in Senate on 4/1
   4) AP 2510 – Collegial Consultation – Planned for a first reading in Senate on 4/1
   5) AP 7160 Professional Development – Viewed by Board as in information item at its Feb. meeting

II) BP/AP 4250 Probation, Dismissal and Readmittance
   • The committee discussed the counselors' recommended changes and Susan's suggestions. The
     BP and AP were revised accordingly.
   • Chris will enter the edits and create an accurate mark-up and clean copy. Chris will send the
     newly edited version to Jean.
   • Jean will call Bill Mulrooney to ask about the consistent phrasing for "W, I, NC and NP"

III) AP/BP 4040 Library
   • Changes included removing 53200 from the Ed. Code references (it's Title 5)
   • Chris raised concerns about the academic freedom in the portion of the procedure dealing with
     complaints about the content of library materials. The committee decided to recommend
     including discipline faculty in the review of the complaint and stating that the decision will abide
     by BP/AP 4030 Academic Freedom.
   • Changes will be made to the library procedure and someone will call Alice.

IV) The committee did not have time to discussion the following items:
   1) BP/AP 4050 Articulation
   2) BP/AP 4240 Academic Renewal – Lori emailed comments that will be discussed at the next
       meeting
   New Items:
   3) BP/AP 4115 – Limitation to Remedial Coursework
   4) BP/AP 4228 – Independent Study

Faculty Development Committee Meeting
Minutes for Tuesday, 25th February 2014, in Library West Basement

Committee Members

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

**Committee Co-Chairs

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

Spring 2014 Meetings: January 28th, February 11th & 25th, March 25th, April 8th & 22nd.
Present: R. Cerofeci, K. Daniel-DiGregorio, R. Durand, B. Halonen, D. Manno, S. Otsuji, M. Steinberg, C. Striepe, E. Uyemura

AGENDA
Ongoing Projects
- **Getting the Job Series Part 2: The Interview.** (CS) reported on planning for the workshop which is scheduled for this coming Friday, February 28, 12:30-2 in the Distance Ed Conference Room. All panelists are confirmed and forty-five faculty have registered. A new feature of the workshop this year is mock interviews that will follow the panel discussion.
- **Academic Rank.** (KDD) reported that academic rank policies at other colleges are being investigated so the changes being proposed by the FDC can be compared to peer institutions. More details will be forthcoming.
- **Outstanding Adjunct Award.** (KDD) reported that an anonymous donor has provided matching funds for a cash award for the Outstanding Adjunct Faculty Award. Katie Gleason has offered to assist in the fundraising effort and members of the administration have expressed support for the initiative. The team decided that letter and face-to-face appeals would be most effective. The initial goal is to raise $4,000 which would provide a $500 cash award in perpetuity. An appeal letter will be drafted and brought back to the FDC team for input.
- **Compton College membership – Update.** (CS) reported that three colleagues from Compton or who teach at both locations were suggested as additions to the committee. The FDC team suggested approaching all three to increase the chances that Compton will be represented at each meeting.
- **Academic Senate Student Success Showcase: Programs and Practices**: (KDD) reported that the FDC team was assisting in recruiting speakers for the Senate's Showcase presentations. March 4th, Lars Kjeseth and/or some of his colleagues will spotlight the accelerated math courses. On April 1st, Renee Newell will discuss initiatives in Welding in which stackable certificates have been developed and reading, writing and creativity are regularly incorporated into teaching and student learning.

New Projects
- **Fall Professional Development (Flex) Day** The FDC team was invited to provide input on planning for Fall Professional Development (Flex) Day, including:
    - Qualities of effective programs and topics that are relevant to key issues facing the college.
    - Creating a sense of continuity in programming so Flex Day is part of a larger, ongoing effort.
    - Ideas for incorporating staff.
    - Learning objectives: what will attendees learn, create, plan or develop as a result of Flex Day?

The team made the following suggestions:

- (MS) suggested a topic that brings people together and starts the semester on a positive note, such as student success.
- (DM) passed along the suggestion to invite a speaker related to brain research. (SO) and Sue Ellen Warren previously offered a workshop on that topic and it was well-received.
- (EU) suggested that concrete and classroom-based topics have a wide appeal.
- (BH) suggested that attendees have the opportunity to learn something at Flex that they can then implement in their teaching the following week.
- (KDD) noted that the newest FIPP cohort is highly energetic and innovative and that they are giving informal presentations at the FIPP workshops. Ideally these presentations can be expanded to workshops showcasing a strategy followed by an opportunity for attendees to experience the strategy.
- (MS) suggested a focus on discipline-specific strategies. It was suggested that panelists could represent a variety of disciplines and/or activities in the workshops could invite attendees to pair with someone from their own discipline.
- (CS) and (DM) suggested that expanding the Senate Showcase presentations into workshops would provide those who didn't attend the Senate meetings a chance to learn about the unique approaches to student success on our campus.
- (DM) noted that, at the state level, professional development is evolving to be a campus-wide initiative rather than divided by role (faculty, staff, administration). (BH) suggested that "best practices" could be presented by staff and faculty at Flex as a way to incorporate staff into Flex. The team noted that an earlier Flex focused on "know your campus," was highly effective so some similar elements can be incorporated into fall Flex.
- The team discussed strategies for building onto Flex. Monthly workshops during the semester could showcase presenters from the Senate program. Multiple, concurrent presentations and rotating groups would give attendees access to a variety of ideas. At fall Flex, attendees could be informed of fall follow-up workshops and invited to propose topics and/or present at those workshops and to report on how they've implemented what they learned at Flex Day.

Other

FDC Leadership: (CS) and (KDD) discussed the fact that it has only been in recent years that the leadership for the FDC was a co-chair position. (KDD) only receives reassign time for the entire semester if she is the sole VP for Faculty Development. As a result, she is planning to run for office for 2014-2015 without a chair. The FDC team supported this choice.

Conferences: (CS) reported that she recently attended a 3CSN conference titled "Beyond the Classroom: Strengthening Ties Between Classroom Teaching and Academic Support Services." She encouraged the team to consider attending an upcoming conferences:

Coastline Tutoring EXPO: The Power Of One. 9-3 April 4th @ Coastline Community College. Visit: http://www.eventbrite.com/e/tutoring-expo-the-power-of-one-tickets-10387203405?aff=eorg.
Cultivating a Growth Mindset, with meetings August 15, September 19 and October 10. Visit: https://www.eventbrite.com/e/cultivating-mindset-application-request-tickets-10353227783.

The team was encouraged to apply for DWCC funding to attend the National On Course conference, Thursday, April 24th – Saturday, April 26th at the Hilton Orange County. Visit: www.oncourseworkshop.com

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 6, 2014

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MEMBERS PRESENT

☒ Dean Starkey - Campus Police   ☒ Dawn Reid - Student & Community Adv.
☐ Sean Donnell - ECCFT   ☒ Cheryl Shenefield - Administrative Services
☒ Dipte Patel - Academic Affairs   ☒ Rory K. Natividad - Chair (non-voting)
☒ Alice Grigsby - Management/Supervisors   ☒ Gary Turner - ECCE
☒ Liliana Lopez - ASO   ☒ Lance Widman - Academic Senate

Other Attendees: Members – David Brown, Irene Graff, Emily Rader, **Support –** Francisco Arce, Jeanie Nishime, Lynn Lindberg, William Garcia, Jo Ann Higdon, Nina Velazquez, Connie Fitzsimmons, Mike Trevis, Babatunde Atane

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

Approval of January 16, 2014 Minutes
The minutes were reviewed and approved with the following corrections:
1. Adjournment, #1, **delete:** 20th, **replace with:** 6. **Delete:** 1:05, **replace with:** 2:05.

Financial Projection Dartboard/Five-Year Projections– J. Higdon (document provided)
1. A handout of the SSC Community College Financial Projection Dartboard for the Governor's 2013-2014 May Revision and Five-Year Budget Assumptions was distributed to the committee. A corrected copy will also be forwarded to the committee.
2. The goal for the meeting is to set an estimate for the dartboard for future years of COLA and growth. This will help set the foundation for accounting so money can be put into it. Originally the projection from school services for the statutory and funded COLA for 2014/15 was 1.8% for next year. Now the governor's proposed budget has only half that amount - .86%. For 2014/15 there was consensus from the group to use .86% for funded COLA and have the statutory COLA stay at1.8%.
3. The committee was asked what projection they would like to use for the SSC for future years. The future statutory COLA projections were read as follows: 2015/16 – 2.20%, 2016/17 – 2.4%, 2017/18 – 2.6% and 2018/19 – 2.7%. The future funded COLA were read as 2015/16 – 2.20%, 2016/17 – 2.4% and 2017/18 – 2.4%, 2018/19 – 2.7%. After discussion it was agreed these will be the numbers utilized for the projections.

Enrollment Report – F. Arce (handout provided)
1. It was noted the initial growth funding for this year is listed at 1.63%. For 2014/15 the state has listed 3% but the college is planning 4% in growth which would bring us to 19,209 FTES. It was noted the reason 4% growth is being utilized instead of 3% is it is believed there are districts that will not be able to reach the 3% funded growth. If this scenario happens, there will be extra money in the system which we could possibly receive. If this is not the case and everyone needs the money, we will then be funded at 3% growth.
2. It was noted the college made our trend for spring and is a little above our goal by 1.6%. Currently for spring 2014, we believe we have 8,235 FTES. Late start classes for spring are anticipated to generate

1

additional FTES. Additional classes (20-25 sections) will be added to the spring schedule to help bolster up enrollment.

3. The section comparison goals for 2014/15 were reviewed. The goal is to reach 19,200 FTES. For summer the growth has already been put in. Summer will be increased by 25% so summer should have 500 sections. In fall we are projecting 2,207 sections. The goal is to have a robust summer which will carry over into fall so it can be grown by 7%. Spring 2015 will then be a smaller semester. In total, the college is projecting 4,687 sections for the year which is an increase of about 160 sections. It was agreed the figure of 4% will be used for 2014/15.

4. Input of projection numbers for growth was requested for future years. It was suggested we do not go over 19,500 FTES as our goal. It was agreed that the goal would not go beyond 4% a year.

5. It was reported P1 has still not been posted. It also was noted the previous year of RDA funds have still not been received.

CCCCO Changes to BOGFW – W. Garcia

1. The Board of Governors voted to enact the minimum academic and progress standards for BOG eligibility which takes effect fall 2016. Students must have a 2.0 grade-point average and they must complete 50 or more of their attempted units. Only foster youth are exempted from this policy. The Board of Governors agreed to also study additional groups to see if they should be exempted in the future.

2. It was noted if the students do not met the criteria for this new process we might see a drop in enrollment. Information on what the effects of this legislation will have on our students will be brought back to this body at a future meeting.

3. The importance of a state-wide database was mentioned so students could be tracked in this process. A lot of proactive steps and outreach is being done to help address this issue with the students.

Annual Plan Updates – I. Graff (handout provided)

1. It was reported goals were developed by the Student Success Advisory Committee for ACCJC mandated student achievement measures. It has been recommended to set higher aspirational goals as a target for the future. Development of action plans will be done to assist the student body to perform at these higher measures. The goal will be to review and discuss these achievement measures on an annual basis.

2. The Planning Policy and Procedure is currently being developed and will be brought to the committee for discussion and review.

3. Unit plans are due February 15. This due date has been moved up by two weeks so it is suggested that everyone remind their constituents. This revised date will help the area plans in their developmental stages.

4. The student equity plan is in the works and more information will be forthcoming at a future meeting.

Closing Comments

1. In relation to planning, one of the biggest changes we are going to see is more emphasis on student achievement and documenting their success, retention, degree and certificate completion, and transfers. Institutions will essentially be assessed on their progress in all of these areas. A huge change forthcoming will be information will be much more statistically based.

Adjournment – R. Natividad

1. The meeting adjourned at 2:02 p.m. The next meeting will be **February 20 at 1:00 p.m.,** in Library 202.

RKN/lmo

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Co-chairs: Bob Klier, Karen Whitney
Attendees: Chris Gold, Chris Jeffries, Carolyn Pineda, Joshua Rosales, Chris Wells.

1. APRC Committee Membership
   - Committee members asked for additional members to represent the Industry and Technology areas as well as CTE areas. Bob Klier will contact I&T division for possible additional members.
   - Bob Klier will confirm with Compton campus who will represent CEC on the committee.

2. Review PR schedule
   - Proposed Fall 2014 APRC dates were reviewed and approved by the committee.
   - Faculty leads for several programs are to be determined.

3. Review PR Timeline
   - Committee members requested that the timeline direct faculty to submit the completed program review to APRC co-chairs and the division office. Bob Klier and Karen Whitney will make the change and submit to APRC for approval.
   - Committee members requested a "sign-off" sheet for program and division colleagues to indicate that they had reviewed the program review document. Review would not necessitate agreement with the program review, but would document that colleagues had input into the program review process. Bob Klier and Karen Whitney will create a sheet and submit to APRC for approval.
   - Committee members asked for a dissenting opinion option to be added to the template. This would allow program faculty and/or division colleagues to attach a divergent opinion to the program review. Bob Klier and Karen Whitney will revise the template and submit to APRC for approval.

4. Health and Athletic Sciences review issue
   - Nursing, Radiological Technology, and Respiratory Care programs all undergo extensive program review activities as part of separate accreditation processes. These programs have requested that they be able to streamline the program review process as much as possible. Committee members decided that these programs must still complete a full program review, following the template as much as possible. Using material generated for other review/accreditation processes is acceptable as long as acknowledgment is given for source of material.

5. Orientation Sessions
   - Two orientation sessions will be scheduled: 2/20 and 2/27, from 1:00-2:00pm in the Library West Basement. APRC members will be present to guide faculty leads through the template, data sets, and other materials. Bob Klier and Karen Whitney will reserve rooms, notify faculty, and prepare materials.

6. Amend template: inclusion of student feedback
   - Bob Klier requested inclusion of a student feedback section in the program review template and presented a draft of a survey. Institutional Research and Planning can help develop a standard set of questions for programs to use during program review; programs would, in the future, be able to add on program-specific questions.
   - Committee members asked for removal of 'Instruction' section of survey draft. Chris Gold offered that the RP Group's Student Success categories (i.e. Nurturing, etc.) might provide more useful survey questions. Committee members asked that questions be

Co-chairs: Bob Klier, Karen Whitney
Attendees: Chris Gold, Chris Jeffries, Carolyn Pineda, Joshua Rosales, Chris Wells.

written in a more accessible format, one from a student's point of view. Bob Klier and Karen Whitney will revise the survey and re-submit to APRC.
- The program review template and survey must go to Academic Senate for review and approval.

7. Reach out to CTE researcher in IRP
- Bob Klier noted that a new CTE Researcher is working in IRP. The new researcher will work with the committee on CTE questions, data, and analysis.

8. TracDat: potential link to PR and Planning
- Bob Klier and Karen Whitney announced that a Program Review and Planning group has been formed in order to research the possibility of using TracDat for program review and planning purposes. The group has met once so far and will meet on 2/13 to review how Shasta uses TracDat for program review.

9. Additional Items
- Chris Gold requested suggestions for programs to participate in the Student Success showcase at Academic Senate. Committee members offered possibilities including Journalism, Automation and Robotics, Geology, and Child Development.
- The Academic Senate plans on writing a short "Successful Programs" paper which will be included in future APR materials. The paper would combine the RP Group summary of what students say they need to succeed with examples of best practices at ECC.

ACADEMIC PROGRAM REVIEW MATERIALS - DRAFT

2014

This draft must be reviewed and approved by the Academic Senate. Final version of this document will be made available upon Academic Senate approval.

TABLE OF CONTENTS

PROGRAM REVIEW TEMPLATE

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

1. **Overview of the Program**
   a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
   b) Describe the degrees and/or certificates offered by the program.
   c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)
   d) Discuss the status of recommendations from your previous program review.

2. **Analysis of Research Data (include data provided by Institutional Research & Planning)**
Provide and <u>analyze</u> the following statistics/data.
   a) Head count of students in the program
   b) Course grade distribution
   c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)
   d) Retention rates
   e) A comparison of success and retention rates in face-to-face classes with distance education classes
   f) Enrollment statistics with section and seat counts and fill rates
   g) Scheduling of courses (day vs. night, days offered, and sequence)
   h) Improvement rates (if applicable)
   i) Additional data compiled by faculty
   j) **List any related recommendations.**

3. **Curriculum**
Review and discuss the curriculum work done in the program during the past four years, including the following:
   a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
   b) Explain any course additions to current course offerings.
   c) Explain any course deletions and inactivations from current course offerings.
   d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)
   e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
      1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
      2. Are there any concerns regarding program courses and their articulation?
      3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should

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the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

      f) **List any related recommendations.**

4. <u>**Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**</u>

      a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

      b) Provide a timeline for course and program level SLO assessments.

      c) State the percent of course and program SLO statements that have been assessed.

      d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

      e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)

      f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.

      g) **List any related recommendations.**

5.   <u>**Analysis of Student Feedback**</u>

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

      a) Describe the results of relevant surveys.

      b) Discuss the implications of the survey results for the program.

      c) **List any related recommendations.**

6. <u>**Facilities and Equipment**</u>

      a) Describe and assess the existing program facilities and equipment.

      b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

      c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

      d) **List any related recommendations.**

7. <u>**Technology and Software**</u>

      a) Describe and assess the adequacy and currency of the technology and software used by the program.

      b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

      c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

      d) **List any related recommendations.**

8. **Staffing**
   a) Describe the program's current staffing, including faculty, administration, and classified staff.
   b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
   c) **List any related recommendations.**

9. **Future Direction and Vision**
   a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
   b) Explain the direction and vision of the program and how you plan to achieve it.
   c) **List any related recommendations.**

10. **Prioritized Recommendations**
   a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.
   b) Explain why the list is prioritized in this way.

Recommendations	Cost Estimate	Strategic Initiatives
1.		
2.		
3.		

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program?

2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

3. What is the district's need for the program?

4. What is the state's need for the program?

5. How does the program address needs that are not met by similar programs in the region?

6. Are the students satisfied with their preparation for employment?

7. Are the employers in the field satisfied with the level of preparation of our graduates?

8. What are the completion, success, and employment rates for the students?

9. What is the role of the advisory committee and what impact does it have on the program?

10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

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APPENDIX A
COLLEGE MISSION AND STRATEGIC INITIATIVES

ECC MISSION STATEMENT:
El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

STRATEGIC INITIATIVES for 2011-14

Strategic Initiative A
Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

Strategic Initiative C
Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative D
Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Strategic Initiative E
Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F
Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G
Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

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APPENDIX B: SLO RUBRIC
Accrediting Commission of California Junior Colleges

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision---making includes dialogue on the results of assessment and is purposefully directed toward aligning institution---wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine---tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine---tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

** SEE THE WORKSHEET ON THE FOLLOWING PAGE **

ACCJC SLO RUBRIC PROGRAM WORKSHEET

Instructions: Please use this worksheet to determine the level at which your program is operating on the ACCJC SLO Rubric. After filling out and reviewing this worksheet, determine the level that best describes your program.

AWARENESS

Which of the items below occur in your department? Check all that apply.

- ☐ There is preliminary, investigative dialogue about student learning outcomes.
- ☐ There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.
- ☐ There is exploration of models, definitions, and issues taking place by a few people.
- ☐ Pilot projects and efforts may be in progress.
- ☐ The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

In this space provide examples or reasons for your choices.

DEVELOPMENTAL

Which of the items below occur in your department? Check all that apply

- ☐ Program has established an institutional framework for definition of student learning outcomes.
- ☐ Program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course and program.
- ☐ Existing structures are supporting strategies for student learning outcomes definition and assessment.
- ☐ Program faculty members have accepted responsibility for student learning outcomes implementation.
- ☐ Appropriate resources are being allocated to support student learning outcomes and assessment.
- ☐ Faculty and staff are fully engaged in student learning outcomes development.

In this space provide examples or reasons for your choices.

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PROFICIENCY

Which of the items below occur in your department? Check all that apply.

☐ Student learning outcomes and authentic assessment are in place for courses and programs.

☐ There is widespread dialogue about the results of assessment and identification of gaps.

☐ Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning practices to support and improve student learning.

☐ Appropriate resources continue to be allocated and fine-tuned.

☐ Faculty members provide clear goals and purposes of courses and programs to enrolled students.

In this space provide examples or reasons for your choices.

SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT

Which of the items below occur in your department? Check all that apply.

☐ Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.

☐ Dialogue about student learning is ongoing, pervasive, and robust.

☐ Student learning improvement is a visible priority in the program.

Provide examples or reason or your choices.

In this space provide examples or reasons for your choices.

APPENDIX C: PROGRAM REVIEW TEMPLATE GUIDE AND INSTRUCTIONS

General Advice: Don't assume that your audience knows what you do. This document is for your own reflection but it's also an overview for many people who have no idea about all the things your program does. Try to write the document for that audience.

1. *Use your program review to brag about your program and let the wider community know about the things you are doing.*
2. *Use your program review to discuss issues that prevent you from doing even more. Thoughtfully consider the challenges facing your program.*
3. *Use your program review to reflect for yourself on the direction of your program.*

Template	*Guide and Instructions*
1. Overview of the Program a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	***Overview of the Program*** *If someone asked you about your program, what would you quickly tell them? Use this opportunity to do some bragging about things you do and for whom. You may also want to discuss the students (how many served, majors or general education, etc.).*
b) Describe the degrees and/or certificates offered by the program.	*Include the number of units or courses required to complete the program.*
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	
d) Discuss the status of recommendations from your previous program review.	*What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?*
2. Analysis of Institutional Research and Planning Data (include data provided by Institutional Research & Planning)	***Analysis of Institutional Research and Planning Data (include data provided by Institutional Research& Planning)*** ***Instructions for accessing your program data****: 1. Enter into the ECC Portal 2. From the tabs on the top right, select "Areas". 3. From the drop-down menu select "Institutional Effectiveness" and then*

	"Program Review."
	4. *From the list on the left, under "Documents," select "Academic Affairs."*
	5. *Select "Program Review Datafile-ECC"*
	6. *An Excel spreadsheet will open up. It may take a while for this to open; it's a big document. This spreadsheet contains all the information for all the programs at ECC.*
	7. *Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.*
	8. *To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.*
	9. *In the drop-down menu at the top left of the page next to "Program," select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.*
	10. *You can print out the information for your program or you can cut-and-paste the information into a separate document so you don't have the huge, full document saved on your computer.*
Provide and <u>analyze</u> the following statistics/data.	
a) Head count of students in the program	
b) Course grade distribution	*Are there some courses that stand out in one way or another in terms of grades?*
c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	*Success is defined as a student completing the course with an A, B or C.* *Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program. Please explain changes to the proposed percentage.*
d) Retention rates	*Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop*

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		In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. SLO data can show that students who stay in courses do learn.
e)	A comparison of success and retention rates in face-to-face classes with distance education classes	
f)	Enrollment statistics with section and seat counts and fill rates	*Are sections over/under filled?*
g)	Scheduling of courses (day vs. night, days offered, and sequence)	*Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses? Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.*
h)	Improvement rates (if applicable)	*Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. Do students move through the sequence well?*
i)	Additional data compiled by faculty	*The following websites contain rich data resources about your program and the college:* 1. *ECC Institutional Research and Planning http://www.elcamino.edu/administration/ir/* 2. *Chancellor's Office Data Mart http://datamart.cccco.edu* *Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.*
j)	**List any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*
3. Curriculum Review and discuss the curriculum work done in the program during the past four years, including the following:		*Curriculum* *CurricUNET is the ECC database for curriculum: http://www.curricunet.com/elcamino/ Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your*

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	password is "changeme".
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	*For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:* *http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp*
b) Explain any course additions to current course offerings.	
c) Explain any course deletions and inactivations from current course offerings.	*Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being reactivated because they have not been offered in the past several years*
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)	
e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs. 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation?	***Articulation*** *refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at assist.org. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa* *lsuekawa@elcamino.edu or ext. 3517.* ***Transferable*** *means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.*
3. How many students earn degrees and/or certificates in your program? Do students take licensure	*Set a specific, realistic goal based on your data. Discuss any related factors that may impact student*

exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.	*attainment.*
f) **List any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*

4. Assessment and Student Learning Outcomes (SLOs)	*Assessment and Student Learning Outcome (SLOs)* *In this section, you will discuss the SLO process as well as assessment results. SLO results can be a good measure of learning, especially for those programs where success is low due to a large number of Ws.*
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	*The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.*
b) Provide a timeline for your course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	*Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee to find out the percentage of courses assessed in your program:* *http://www.elcamino.edu/academics/slo/alc.asp*
d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.	*Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes. Assessment results can be found in the binders in your division office.*
e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)	*Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.*
f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.	*Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via*

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g) **List any related recommendations.**	*email, bulletin boards, or some form of update?* *If the recommendation requires funding, provide a cost estimate.*

5. <u>Analysis of Student Feedback</u>
 	
Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.
 	
    a)   Describe the results of relevant student feedback.
 	
    b)   Discuss the implications of the survey results for the program.
 	
    c)   List any related recommendations.
	How were surveys distributed and what was the response rate? Are there any noteworthy patterns of student feedback? Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix
	
	Does the student feedback correlate with any of your findings in other program review areas (Curriculum, Facilities, etc.)? Are students asking for courses, services, or other items which require additional resources?
	
	If the recommendation requires funding, provide a cost estimate.

6. **<u>Facilities and Equipment</u>** a) Describe and assess the existing program facilities and equipment. b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. d) **List any related recommendations.**	***<u>Facilities and Equipment</u>*** *Fully justify facilities and equipment needs and explain the impact that not receiving them will have on your program. Also think about how equipment and facilities can be consolidated or shared to satisfy needs.* *Provide cost estimates in the table provided.*

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7. <u>Technology and Software</u>	<u>*Technology and Software*</u> *Justify technology and software needs by explaining the impact not receiving them will have on your program.*
a) Describe and assess the adequacy and currency of the technology and software used by the program.	
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
d) List any related recommendations.	*When developing a list of technology and software needs, be sure to include the cost of maintenance and upgrades. Provide cost estimates.*
8. **<u>Staffing</u>**	<u>*Staffing*</u> *Justify staffing needs by explaining the impact not receiving them will have on your program.*
a) Describe the program's current staffing, including faculty, administration, and classified staff.	
b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.	
c) List any related recommendations.	*Include the cost estimates for classified staff and faculty.*
9. **<u>Direction and Vision</u>**	<u>*Direction and Vision*</u>
a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	
b) Explain the direction and vision of the program and how you plan to achieve it.	*What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?*
c) List any related recommendations.	

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10. Prioritized Recommendations

a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

Recommendation	Cost	S.I.
1.		
2.		
3.		

b) Explain why the list is prioritized in this way.

Prioritized Recommendations

All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.

Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into Plan Builder, ECC's planning and budgeting software, and must have a cost and a link to a strategic initiative to be considered.

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APPENDIX D: RUBRIC FOR PROGRAM REVIEW FEEDBACK

This rubric is used by the Academic Program Review Committee to provide feedback on program review drafts.

Section 1 – Overview of the Program

Does the overview succinctly describe the program and status of past recommendations? Yes No

Is the program aligned with the college mission and strategic initiatives?   Yes   No

General comments for section 1:

_____
_____
_____

Section 2 – Analysis of Institutional Research Data

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Head Count		
Course Grade Distribution		
Success Rates		
Retention Rates		

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Distance Education (success and retention)		
Enrollment Statistics		
Scheduling		
Improvement Rates (if applicable)		
Additional Data		

Does the review set a standard for success and provide an explanation?   Yes   No

General comments for section 2:

_____
_____
_____
_____

Section 3 – Curriculum

Does the program have a timeline to review all courses on a 6-year cycle?   Yes   No

Does the review discuss degrees, certificates, and licensure exams? Does it set and discuss goals for these?   Yes   No

General comments for section 3:

_____
_____
_____
_____
_____
_____

Section 4 – Assessment and Student Learning Outcomes

Does the review provide the alignment of course SLOs, PLOs, and ILOs?   Yes   No

Does the program have a timeline for course and program SLO assessment?   Yes   No

Does the review state the % of course and program SLOs assessed?   Yes   No

Does the review explain how assessment results have led to changes in instruction, curriculum, and/or programs? Explain.

_____
_____
_____
_____
_____
_____

Does the review analyze the changes that were implemented as a result of assessment? Explain.

_____
_____
_____
_____
_____

Does the review state the level of the program on the ACCJC SLO rubric?   Yes   No

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Does the level appear accurate?   Yes   No

Does the review explain how the program has refined and improved its SLOs and assessment process? Does the review explain how the program dialogues about SLO assessments?

General comments for section 4:

_____
_____
_____
_____
_____

Section 5: Analysis of Student Feedback

Does the review provide feedback results from IRP and accurately describe the results of student feedback?   Yes   No

Does the review connect student feedback to possible actions and/or resources needed by the program?   Yes No

General comments for section 5:

_____
_____
_____
_____
_____

Section 6: Facilities and Equipment

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes No

General comments for section 6:

_____
_____
_____
_____
_____

Section 7: Technology and Software

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes No

General comments for section 7:

_____
_____
_____
_____
_____

Section 8: Staffing

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes   No

General comments for section 8:

_____
_____
_____
_____
_____

Section 9: Direction and Vision

Does the review explain relevant changes in the academic field/industry using evidence? Yes No

Does the review explain how those changes will impact the program? Yes   No

General comments for section 9:

_____
_____
_____
_____
_____

Section 10: Prioritized Recommendations

Is the list of recommendations prioritized?   Yes No

Is the prioritization explained?   Yes No

Are costs included for each recommendation, when necessary?   Yes   No

Is each recommendation linked to a strategic initiative?   Yes   No

Is each recommendation discussed and justified in a previous section of the review?   Yes   No.

General comments for section 10:

_____
_____
_____
_____
_____

CTE Supplemental Questions (if applicable)

General Comments:

_____
_____
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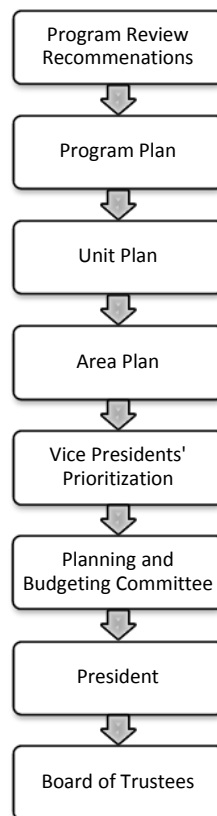Revised 2.20.2014   22

APPENDIX E: WHY YOUR PROGRAM REVIEW MATTERS.

Academic program review is an opportunity for faculty to reflect on the successes and challenges of their academic program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success. In addition, program review provides a vital link between student learning in our classroom and the operation of the college through planning and budgeting. The funding requests in the recommendation of program review enter into the campus planning and budgeting process.

After considering a variety of quantitative and qualitative data, including SLO assessment results, program review identifies changes to improve student learning and success in the program and its courses. These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost.   Other times, faculty recommends changes to curriculum or degrees and certificates, which are proposed to the Division and College Curriculum Committees.

Inputs		**Outputs**
Institutional Research Data (success, retention, grade distribution, fill rates, etc.)		**Future Vision for your program.**
Curriculum (review, distance education, degrees, certificates, etc.)	Your Program Review	**Instructional Changes**
SLO and PLO Assessments (data and recommendations from assessment)		**Curriculum or Program Changes**
Operational Issues (facilities, equipment, technology, staffing)		**Operational Funding Requests** (facilities, equipment, technology, staffing)
Conditions in the Academic Field or Industry		**Prioritized List of Recommendations**

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In program review, recommendations that incur a cost are carefully prioritized and connected to one or more of the College's strategic initiatives. Program review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. The Vice President of Academic Affairs reviews the priorities in each of Unit Plans and determines the top priorities in the area, creating an Area Plan for academic affairs. All five Vice Presidents work together to consider and prioritize all the requests in the area plans to determine the College's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The funding requests are incorporated into the college budget and are forwarded to the President and the Board for their approval.

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┌─────────────────────┐
│   Program Review    │
│   Recommenations    │
└─────────────────────┘
          ↓
┌─────────────────────┐
│    Program Plan     │
└─────────────────────┘
          ↓
┌─────────────────────┐
│      Unit Plan      │
└─────────────────────┘
          ↓
┌─────────────────────┐
│      Area Plan      │
└─────────────────────┘
          ↓
┌─────────────────────┐
│   Vice Presidents'  │
│    Prioritization   │
└─────────────────────┘
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│    Planning and     │
│ Budgeting Committee │
└─────────────────────┘
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│      President      │
└─────────────────────┘
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┌─────────────────────┐
│  Board of Trustees  │
└─────────────────────┘
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Example: Video cameras were purchased for Communication Studies students. Students reviewed videos of themselves comparing their initial speeches to their final speeches in the class. This assessment of their performance led to increased student learning.

APPENDIX F: CONTACTS AND HELP

WHO CAN HELP?

1. The Academic Program Review Committee (APRC) and Its Co-Chairs.

- Karen Whitney Co-Chair of APRC, Fine Arts: x3613 – kwhitney@elcamino.edu
- Bob Klier, Co-Chair of APRC, Associate Dean Academic Affairs: x3928 – rklier@elcamino.edu
- Chris Gold, APRC member, Behavioral and Social Sciences: x3751 – cgold@elcamino.edu
- Chris Jeffries, APRC member, Counseling: x3531 – cjeffries@elcamino.edu
- Judy Kasabian, APRC member, Mathematics: x3310 – jkasabian@elcamino.edu
- Wanda Morris, APRC member, Compton Center: x2702 - wmorris@elcamino.edu
- Carolyn Pineda, APRC member, Institutional Research and Planning: x6402 - cpineda@elcamino.edu
- Ambika Silva, APRC member, Mathematics: x3212 - asilva@elcamino.edu
- Chris Wells, APRC member, Fine Arts: x3723 – rwells@elcamino.edu

2. Your Dean.
- Your Dean is a very helpful resource in providing additional information and guidance. Please share all drafts with your Dean.

3. Institutional Research and Planning (IRP)
- IRP program review contact and APRC member – Carolyn Pineda – cpineda@elcamino.edu
- The IRP website contains a variety of useful reports and a link to a research request form if you would like to request more specific data for your program. http://www.elcamino.edu/administration/ir/

4. Colleagues in Your Program
- Please work together with colleagues in your program. Some programs decide to assign portions of the template to different faculty members; other programs have one author who consults with their colleagues and receives feedback on drafts.

5. Your Division SLO Facilitator
- Your division SLO facilitator can help you with section 4 of the template, "Assessments and Student Learning Outcomes."
- Please consult your division office or the SLO website to find out who is your division SLO facilitator: http://www.elcamino.edu/academics/slo/contact.asp.

6. Curriculum Representatives on the Division and College Curriculum Committees (DCC and CCC)
- For help with section 3 of the template, "Curriculum," please consult representatives on your DCC (consult your division office for DCC membership) or your division's representative on the CCC. http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp

WANT TO LEARN MORE ABOUT PROGRAM REVIEW?
- "Program Review: Setting a Standard." The Academic Senate of California Community Colleges. http://asccc.org/sites/default/files/Program-review-spring09.pdf

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APPENDIX G: PROGRAM REVIEW TIMELINE AND CHECKLIST

February - March 2014

☐　Attend program review orientation and receive program data.

March - June 2014

☐　Write a rough draft, seeking input from program and division colleagues, including:

    ☐ program faculty

    ☐ division curriculum committee representative

    ☐ division SLO facilitator

    ☐ division Dean and, if applicable, Associate Dean

☐　Submit all data requests to IRP by May 30, 2014. IRP may not be able to fulfill data requests submitted after this date.

June – September 2014

☐　Revise the first draft according to feedback received from division colleagues.

☐　Present revised draft to program and division colleagues. Collect verification of review from colleagues.

September 19, 2014

☐　Responsible Faculty Member submits completed program review to the Academic Program Review Committee (APRC) co-chairs (rklier@elcamino.edu & kwhitney@elcamino.edu) and division Dean.

☐　If applicable, responsible Faculty Member submits completed CTE 2-year reviews to the APRC co-chairs (rklier@elcamino.edu & kwhitney@elcamino.edu) and division Dean.

September 25, 2014 – November 20, 2014

☐　If needed, meet with APRC Co-Chairs to discuss your program review prior to APRC session.

☐　Meet with the APRC to discuss your program review.

December 19, 2014

☐　Final drafts of program review submitted and posted.

APPENDIX H: PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

1. **Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.**

Program: _____

_____   _____
Division Curriculum Committee Representative   Date Review Completed

_____   _____
SLO Facilitator   Date Review Completed

_____   _____
Division Associate Dean (if applicable)   Date Review Completed

_____   _____
Division Dean   Date Review Completed

2. **Indicate below when the program review was presented at a program/division meeting.**

_____   _____
Type of Meeting (Program/Division)   Date of Meeting

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El Camino College Local Minimum Qualifications
Master's List
Discipline   *Local Qualifications*

Academic Strategy   Master's degree in educational development, education, English, reading, mathematics, educational psychology or closely related field, with extensive coursework in reading, study skills or learning theory; OR the equivalent.

Accounting   Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent.

                             (NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Agriculture   Master's in agriculture, agriculture sciences or education with a specialization in agriculture OR Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology OR the equivalent.

Anthropology   Master's in anthropology or archeology OR the equivalent.

Art   Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

Astronomy   Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.

Biological Sciences   Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.

Business   Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or

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LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.

Business Education Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.

Chemistry Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.

Child Development/ Early Childhood Education Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.

Communications Studies (Speech Communications) Master's in speech, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in mass communication OR the equivalent.

Computer Science Master's in computer science or computer engineeering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent.

Counseling Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent.

(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Dance Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

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Dietetics   See Nutritional Sciences/Dietetics.

Drama/Theater Arts   Master's in drama/theater arts/performance OR the equivalent.

Earth Science   Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.

Ecology   Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.

Economics   Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, or finance OR the equivalent.

Education   Master's in education OR the equivalent.

Engineering   Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent.

(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Engineering Technology   Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR the equivalent.

English   Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.

ESL   Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.

3

Ethnic Studies	Master's in the ethnic studies field OR the equivalent OR See Interdisciplinary Studies.
Family and Consumer Studies/ Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.
Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR See Interdisciplinary Studies.
Gerontology	Master's in gerontology OR the equivalent OR See Interdisciplinary Studies.
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.
Health Services Director/ Heath Services Coordinator/College Nurse	Minimum Qualifications for these faculty members specified in Title 5 Section 53411.
History	Master's in history OR the equivalent.
Humanities	Master's in humanities OR the equivalent OR See Interdisciplinary Studies.
Instructional Design/ Technology	Master's in instructional design/technology OR the equivalent.
Interdisciplinary Studies	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad

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enough to provide an ample basis for offering such a course.

Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

Law	JD or LLB plus admission to the California Bar and 2 years experience practicing law OR meet qualification in the discipline of the application OR the equivalent.

Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.

Library Science	Master's in library science, library and information science, OR the equivalent.

Linguistics	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.

Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, tellecommunications, or English the equivalent.

Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.

Music	Master's in music OR the equivalent.

Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent.	The

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minimum qualifications as set by the Board of Registered Nursing, whichever is higher.

Nutritional Science/ Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent (NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
Philosophy	Master's in philosophy OR the equivalent.
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.
Physical Science	See Interdisciplinary Studies.
Physics	Master's in physics OR Bachelor's in physics AND Master's in astronomy, astrophysics or engineering OR the equivalent.
Political Science	Master's in political science, government, public administration or international relations OR Bachelor's in any of the above AND Master's in economics, history, sociology or social science with an emphasis in political science, JD OR the equivalent.
Psychology	Master's in psychology OR the equivalent.
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.

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Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.
Social Science	Master's in social science OR See Interdisciplinary Studies.
Sociology	Master's in sociology OR the equivalent.
Special Education	Minimum Qualifications for these faculty members are specified in Title 5 Section 53414.
Speech Communication	See Communication Studies.
Theater Arts	See Drama/Theater Arts.
Women's Studies	Master's in women's studies OR the equivalent OR See Interdisciplinary Studies.

Non-Master's Disciplines List

Category 1 – Bachelor's Degrees Readily Available:

Discipline	Local Minimum Qualifications
Computer Information Systems	Master's in computer science, computer information systems or business administration with an emphasis in computer information systems OR Bachelor's in any of the above and 5 years of appropriate work experience OR the equivalent.
Ornamental Horticulture	Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture OR the equivalent.
Real Estate	Bachelor's in business or finance, CA DRE Broker license or CA OREA Certified Appraisal license AND 2 years experience as a broker or appraiser OR Associate's in business, real estate, finance or real estate appraisal, CA DRE Broker license or CA OREA Certified Appraisal license and 6 years experience as a broker or appraiser.

Category 2 - Bachelor's degree and five years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

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Discipline:

Administration of Justice

Air Conditioning, Refrigeration, Heating

Architecture

Auto Body Technology

Automotive Technology

Cabinet Making

Carpentry

Construction Technology

Cosmetology

Drafting

Electricity

Electromechanical Technology

Electronics

Emergency Medical Technologies

Engineering Support

Environmental Technologies

Fire Technology

Industrial Technology

Machine Tool Technology

Manufacturing Technology

Robotics

Telecommunication Technology

Welding

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

Discipline:

Addiction Paraprofessional Training

Agricultural Business and Related Services

Aeronautics

Agricultural Engineering

Agricultural Production

Animal Training and Management

Appliance Repair

Archaeological Technology

Athletic Training

Aviation

Banking and Finance

Barbering

Bicycle Repair

Broadcasting Technology

Building Codes and Regulations

Building Maintenance

Business Machine Technology

Cardiovascular Technology

Ceramic Technology

Coaching

Commercial Art

Commercial Music

Computer Information Systems

Computer Service Technology

Construction Management

Court Interpreting

Court Reporting

Culinary Arts/Food Technology

Dental Technology

Diagnostic Medical Technology

Diesel Mechanics

Dietetic Technician

Electromicroscopy

Electronic Technology

Electroplating

Equine Science

Estimating

Fabric Care

Fashion and Related Technologies

Flight Attendant Training

Fluid Mechanics Technology

Folk Dance

Forestry/Natural Resources

Furniture Making

Graphic Arts

Gunsmithing

Health Care Ancillaries

Health Information Technology

Heavy Duty Equipment Mechanics

Hotel and Motel Services

Industrial Design

Industrial Maintenance

Industrial Relations

Industrial Safety

Insurance

Interior Design

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Janitorial Services

Jewelry

Labor Relations

Legal Assisting

Library Technology

Licensed Vocational Nursing

Locksmithing

Marine Diving Technology

Martial Arts/Self Defense

Masonry

Materials Testing Technology

Media Production

Medical Instrument Repair

Mining and Metallurgy

Mortuary Science

Motorcycle Repair

Multimedia

Music Management

Music Merchandising

Musical Instrument Repair

Nursing Science/Clinical Practice

Occupational Therapy Assisting

Office Technologies

Ornamental Horticulture

Pharmacy Technology

Photographic Technology/Commercial Photography

Physical Therapy Assisting

Piano Tuning and Repair

Plastics

Plumbing

Printing Technology

Private Security

Prosthetics and Orthotics

Psychiatric Technician

Public Relations

Radiation Therapy

Radiological Technology

Real Estate

Registered Veterinary Technician

Rehabilitation Technician

Respiratory Technician

Respiratory Technologies

Restaurant Management

Retailing

Sanitation and Public Health Technology

Search and Rescue

Sheet Metal

Ship and Boat Building and Repair

Shoe Rebuilding

Sign Language, American

Sign Language/English Interpreting

Small Business Development

Small Engine Mechanics

Stagecraft

Steamfitting

Surgical Technology

Transportation

Travel Services

Upholstering

Vision Care Technology

Watch and Clock Rep

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AP 4021   **Program Discontinuance**

Purpose of Administrative Procedure 4021

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

Definition of an Educational Program

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

Process for Discontinuance

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

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

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

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~~The task force may further determine the need for a program based on f~~ *F*actors such as the following *may initiate this program discontinuance process and may be used by the task force in its deliberation:*

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

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

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

Recommendation to Discontinue

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

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

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

References:
Educational Code 78016
Title 5, Sections 51022, 55000, 55130

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The purpose of this program discontinuance policy is to provide the Superintendent/President with a *process to determine whether or not an educational program should be discontinued.* ~~recommendation to discontinue any of the college's educational programs, in accordance with Title 5, Section 51022.~~ ~~The process through which the recommendation is developed will be determined by a~~ *A* joint task force of faculty and administrators ~~that~~ will *be* establish*ed to develop the process,* ~~the~~ criteria and guidelines that will be applied to ~~assessing~~ *evaluating* the educational program. The task force, in its process of evaluation, will consider data and other information, such as enrollment trends, degrees and certificates**,** success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

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

References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130