



Academic Senate of El Camino College 2015-2016

April 19, 2016

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

Officers & Executive Committee

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

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

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

Lance Widman
Pete Marcoux
Kristie Daniel-DiGregorio
Russell Serr

Adjunct (1yr term)

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

Behavior & Social Sciences

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

Business

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

Compton Educational Center

Chris Halligan 14/15
Paul Flor 14/15

Counseling

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

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Fine Arts

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

Health Sciences & Athletics/ Nursing

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

Humanities

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

Industry & Technology

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

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Linda Ternes

Ex-officio positions

Ken Key ECCFT

Nina Velasquez ECCFT

Institutional Research

Irene Graff

Carolyn Pineda

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

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



Academic Senate of El Camino College 2015-2016

April 19, 2016

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SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

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

<u>FALL 2015</u>		<u>SPRING 2016</u>	
September 1	Alondra Room	February 2	Alondra Room
September 15	DE166	February 16	Alondra Room
October 6	DE166	March 1	Alondra Room
October 20	DE166	March 22	Stadium Room
November 3	Alondra Room	April 5	Alondra Room
November 17	Alondra Room	April 19	Alondra Room
December 1	Alondra Room	May 3	Alondra Room

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

<u>FALL 2015</u>		<u>SPRING 2016</u>	
September 3	Board Room	January 21 (if needed)	Board Room
September 17	Board Room		
October 8	Board Room	February 4	Board Room
October 22	Board Room	February 18	Board Room
November 5	Board Room	March 3	Board Room
December 3	Board Room	March 24	Board Room
		April 7	Board Room
		April 21	
		May 5	

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

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

Committees

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

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



AGENDA & TABLE OF CONTENTS

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C. OFFICER REPORTS	A. President – Chris Jeffries/Claudia Striepe B. VP – Compton Education Center – Paul Flor C. Chair – Curriculum – Allison Carr D. VP – Educational Policies – Chris Gold E. VP – Faculty Development – Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Russell Serr	10-14 15-20 21-23 24-27 28-32 33-36
D. SPECIAL COMMITTEE REPORTS	A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime	
E. UNFINISHED BUSINESS	A. Change in Minimum Qualifications for Communication Studies – C. Gold and C. Wells. This is the second reading and will be voted on.	37-44
F. NEW BUSINESS	A. Recommendation of the ECC Academic Senate Course Management Task Force – P. Marcoux and C. Gold B. BP/AP 4228 Independent Study – C. Gold BP/AP 4228 is revised to reflect current practice on campus in this area.	45 46-49
G. INFORMATION ITEMS – DISCUSSION	A. Institutional Effectiveness Framework of Indicators 2016 – IRP B. Student Success Scorecard and Institutional Effectiveness Outcomes Update – IRP C. EEO Plan – Jaynie Ishikawa	50-53

ACADEMIC SENATE MINUTES

April 5, 2016

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

1. CALL TO ORDER Senate Co-Presidents Jeffries (CJ) and Striepe (CS) called the Academic Senate meeting of the Spring 2016 semester to order on April 5, 2016 at 12:39 p.m.

2. APPROVAL OF MINUTES

See pgs. 6-11 of packet for minutes of March 22 meeting. Minutes approved as written.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12-16)

CS: We'd like to open the meeting with a message from guest speaker, Yamonte Cooper.

Dr. Cooper: I want to alert you to some presentations, starting with "Careers for Self-Starters and Leaders," (Dr. Cooper described the speakers.) Encourage your students to sign up. Skill-sets count more than your degree now, and these speakers describe their journeys for students. The old model is not relevant any longer. "Helpers and good Samaritans" takes place on Thursday. And the fair next Tuesday will have more employers than ever before. Flex credit is available for registered faculty at the fair. Next week, we'll have "Careers for Creative and Expressive Types." All workshops have successful people coming. And coming up, "Careers for Problem Solvers and Independent Speakers," our last seminar for the semester. Encourage your students to participate. They can network and establish relationships.

CS: College Council Minutes are in your in packet. Irene Graff gave an overview of 2016 Student Success and the Institutional Effectiveness framework of Indicators. CJ: Let's take a moment to review senate elections. Our adjunct representatives also need elections. Please look at the first sheet of packet for expiring terms. (Chris listed up-to-date divisions and notified the senators that needed replacements.)

CS: Regarding the Open Education Resources issue, hopefully you spoke to your constituents. If the vote is in support, Mark fields can begin. Is there any negative or positive feedback? P. Marcoux: Motion to accept resolutions as written. B. Jaffe: Seconded. C. Gold: I had positive feedback. And I revised my opinion on Open Resources. A. Ahmadpour: I disagree with the first part of this statement. My students with free books are not taking fewer classes because of cost. They are providing for their families. It's not just cost. I found this shallow. CS: This is just the draft provided. We can amend it to say "one barrier." A. Ahmadpour: Yes, I think so. A. Ahmadpour: Moved to amend. P. Marcoux: Accepted. P. Marcoux: I'm going to ASO on Thursday. A. Ahmadpour: Shouldn't we include race? CJ: No. It's just about textbooks and their affordability. (CJ called for a vote.)

The votes were unanimously in favor. Please see attendance for names of voting parties.

CJ: Chris Gold of Ed policies will guide us through the minimum qualifications issue. She is representing Chris Wells. C. Gold: New faculty may not be familiar with this. Minimum qualifications are set

statewide, and are a baseline for educational positions. The Board of Governors and statewide senate make recommendations. Professional organizations also contribute. (Our local minimum qualifications are different, and must meet or exceed the statewide qualifications. (She gave an example for child development.) Chris Wells' proposal (p. 17) for a justification in full is in the minutes. The field itself has evolved. We're in the midst of the processes listed on this slide (see PowerPoint.) Josh Miller of LA Valley College seconded. So the statewide senate subcommittee will look it over, and a vote by the entire senate body will complete the process. Please email rwells@elcamino.edu with questions. CS: This is our first reading. The process has not officially started. It won't make this plenary. C. Gold: The form is due in September. CJ: Chris Wells put a lot of work into this. There is agreement across the state. P. Marcoux: Did the Communications faculty vote? CJ: We can ask.

B. VP – Compton Education Center – Paul Flor

C. Halligan: Regarding accreditation, we have turned in what we have, and Bob Klier and Amber Gillis are working on this. Paul and Amber request that we present here. We need a full-time faculty member for this position. We have faculty motivation issues, and it is not going well on the district side. FCMAT were happy with us, and congratulated us. Institutional effectiveness partners came and spoke highly of us. Our concern is that the breadth of faculty input for funds. But we are making progress and the official word is good. But reality is our budget is in order. There is no program planning or review anticipating district needs. There are morale and communication issues. CJ: We have space May 3rd for Paul and Amber. C. Halligan: On April 14, our Natural Science faculty are hosting a research symposium at 10:00 – 12:30. It's hands-on and should be fun. By the way, I'm running for an at-large position. I'm already on a committee that interviews elected officials. If you are so inclined, give me your vote.

C. Chair – Curriculum – Allison Carr

No report

D. VP – Educational Policies –Chris Gold (pg. 17-24)

E. VP – Faculty Development – Kristie Daniel –DiGregorio (KDD) (pgs. 25-26)

You have a copy of the FDC newsletter in your packet. We want to respond to faculty concerns. This newsletter is part of the solution. So much training has been completed. The chief has trained over 300 people. There is a menu of opportunities for faculty on the back of the newsletter. FDC is partnering with the chief to host a campus-wide opportunity for training later this month. We're trying to stay tuned in to these issues. Please let your colleagues know. And for Fall PD day, 'Positive Environment' is our tentative plan for a theme.

F. VP – Finance – Lance Widman

No report

G. VP – Academic Technology – Pete Marcoux

P. Marcoux: We've had forums on the CMS issue here and at Compton. We will have a recommendation for you in the next packet. We're waiting on survey results, and may put them in the packet. I'll also speak to ASO and keep them in the loop. If you have questions let me and or Chris (Gold) know.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Russell Serr (pgs. 27)

ALC is implementing the critical thinking ILO. We'll have a luncheon on Friday for people to show the rubric results and we hope to present a final report on flex day. We are also working on campus-wide assessments. Our completion rates are quite good. The assessments process is more familiar. See workshops in packet for implementing reports. You get an hour of flex credit too. Regarding Program Review for this year, we've met with everyone. It's in progress. We'll give recommendations to each program in the fall. The process is becoming friendlier. Biology did their 4-year review. They are a great example for collaboration. They've developed and improved teaching strategies and got more equipment. They added a full time faculty member, money for equipment, SI, and library resources. They need another faculty member; someone is retiring. They need WIFI in their building, and upgraded lab equipment. Child Education serves over 1000 students a year. A big issue is the closing of the center. Now students have to go out for observations and they are adjusting curriculum to reflect that. They have goals to develop a Teaching Ed program, course revisions, and reopening the center.

4. SPECIAL COMMITTEE REPORTS

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

Dr. Shankweiler: Dr. Nishime is with Dr. Maloney at the Womens' History Luncheon today. Thanks to Pete and Chris for the fair LMS presentations, with a balanced presentation of options. Russ spoke of SLO's (556 for Spring.) This is because of the 2-year CTE reviews. I applaud the people who did the work. Dr. Maloney was so pleased to see that we are sustainable. HTP is having a symposium of their students today. Some faculty just got a basic skills grant for 1.5 million dollars to track our students after they leave our programs, with \$50,000 just to get started. Enrollment Management will go to the Board and come here. Enrollment is problematic, as is FTES. I'm in faculty interviews. Thanks for being on these committees. That's exciting, but time consuming. We're working on distinguished faculty awards, to be announced at the end of April. Academic achievement awards and Presidential scholarships are in the works. There is a \$2000 award for winners. And regarding OER, could we have a degree where students didn't have a textbook? It would be an interesting challenge.

P. Marcoux: Study Abroad filled. It's going strong. Here are textbooks you can get for free. The foundation spent 1 Million dollars per title. It's called openstax. CJ: They must be C-Id Approved. M. Ichinaga: In the library we have ebooks, but some students want a physical book. P. Marcoux: Digital natives is a misnomer. Our students are comfortable with books. C. Gold: Many prefer hardcopy. But they increasingly buy ebooks. M. Ichinaga: They can still print at cost. A. Ahmadpour: Look at internet archive.org.

5.UNFINISHED BUSINESS

A. BP/AP 3710 – Securing of Copyright – Chris Gold BP and AP 3710 were tabled at the 3/1/16 meeting due to questions regarding intellectual property and other issues. C. Gold has consulted with J. Troesh and those changes have been forward to Dean’s Council. It will be brought back at the 4/19/16 meeting.

6. NEW BUSINESS

7. INFORMATION ITEMS –DISCUSSION

A. Tawyna Cole & Maribel Hernandez – New Student Welcome Day

M. Hernandez: At New Student Welcome Day the purpose is to welcome incoming students and to highlight academic programs and to connect to campus culture. We want you to participate. Students think its great to meet faculty in their own major. What’s coming around is an agenda at a glance. (see handout. Maribel described the agenda.) Flex credit and lunch are available. It will be the Wednesday before flex day, August 24. A. Ahmadpour: How do you recruit the students? M. Hernandez: Mailouts, flyers, postcards, and high-schools. 500 – 1000 students come. A. Ahmadpour: Can you make them participate in one day? M. Hernandez: They stay pretty busy. P. Marcoux: How about smart ways to use smartphones? C. Nagao: Is the orientation for new students only? Some current students could benefit. M. Hernandez: Encourage them to volunteer. A. Ahmadpour: Provide them with a booklet or brochure. M. Hernandez: We do. KDD: I have a question about counseling drop-ins. Are they for majors, or for anyone? CJ: We assume they are majors, but anyone can come.

8. FUTURE AGENDA ITEMS

A Bill Mulrooney – discussion regarding census, no-show and attendance reports; possibly looking at +/- grades B. William Garcia – possible loss of BOG Fee Waiver for students on probation.

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 1:47.pm
SD/ECC Spring16

EL CAMINO COLLEGE
Office of the President

Minutes of the College Council Meeting – March 21, 2016

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

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

Members Present: Linda Beam, Ann Garten, Irene Graff, Vishu Gupta, Chris Halligan, Jo Ann Higdon, Chris Jeffries, President Maloney, Jeanie Nishime, Susan Pickens, Jean Shankweiler, Claudia Striepe.

Guest: David Mc Patchell.

1. Minutes – March 7, 2016 minutes were approved as presented.
2. President Maloney gave a brief overview of the March 21, 2016 Board agenda.
3. ECC Annual Planning and Budgeting Process (diagram) updated draft was presented by Irene Graff. College Council did not recommend any additional changes. This version will go back to the Planning and Budgeting Committee for approval.
4. Campus Safety Update
 - a) Classroom phones – All classrooms are being assessed to determine what additional equipment is needed to install phones. Every classroom on campus will be equipped with a phone. These phones will have a 911 feature.
 - b) Door locks – A specialized locking device is being tested on campus. These locks will allow doors to be locked from the inside. It was noted that these locks may not work in the Library. The plan is to install locking devices on the classrooms first and then focus on the rest of the campus.
 - c) Campus Community Emergency Response Team (C-CERT) Program – Jo Ann Higdon encourages everyone to participate in the next C-CERT program. An announcement for the next training session will go out to the campus community via email.
5. College Council meeting schedule: College Council will meet twice a month on the first and third Mondays at 1:30 p.m. in ADM 131. The next College Council meeting will be on April 4, 2016.
6. Vishu Gupta reported that he and other ASO members went to Washington, D.C. to meet with State Legislators over spring break. They were able to meet with Educational Staff members regarding campus safety and FAFSA applications
7. President Maloney will join 23 of our Honors Transfer Program students at a research conference at UC Irvine this Saturday.
8. *ECC Matters* was awarded the 1st place Gold/Paragon award by the National Council for Marketing and Public Relations.



EL CAMINO COLLEGE

COUNSELING AND STUDENT SUCCESS

STUDENT SUCCESS ADVISORY COMMITTEE MEETING – FEBRUARY 11, 2016, 1PM – 2PM, LIB 202

Purpose Statement:

The goal is to increase college student access, success and completion through a comprehensive and integrated delivery of services.

Attendees:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> M. Abbani | <input type="checkbox"/> J. Holiday | <input type="checkbox"/> E. Morales | <input type="checkbox"/> E. Rivera (Stud Rep) |
| <input checked="" type="checkbox"/> M. Barrios | <input checked="" type="checkbox"/> C. Jeffries | <input checked="" type="checkbox"/> C. Mosqueda | <input checked="" type="checkbox"/> S. Rodriguez |
| <input type="checkbox"/> R. Bell | <input checked="" type="checkbox"/> K. Key | <input type="checkbox"/> W. Mulrooney | <input checked="" type="checkbox"/> J. Shankweiler |
| <input checked="" type="checkbox"/> K. Daniel-DiGregorio | <input checked="" type="checkbox"/> S. Kunisaki | <input checked="" type="checkbox"/> M. Myers | <input checked="" type="checkbox"/> J. Sims |
| <input checked="" type="checkbox"/> R. Dreizler | <input type="checkbox"/> S. Kushigemachi | <input checked="" type="checkbox"/> J. Nishime | <input checked="" type="checkbox"/> L. Speights (ASO) |
| <input checked="" type="checkbox"/> W. Garcia | <input checked="" type="checkbox"/> A. Martinez | <input checked="" type="checkbox"/> D. Patel | <input type="checkbox"/> C. Striepe |
| <input type="checkbox"/> A. Garten | <input type="checkbox"/> E. Martinez | <input checked="" type="checkbox"/> J. Pon-Ishikawa | <input type="checkbox"/> J. Suarez |
| <input checked="" type="checkbox"/> I. Graff | <input type="checkbox"/> G. Miranda | <input checked="" type="checkbox"/> I. Reyes | <input type="checkbox"/> W. Warren |
| <input checked="" type="checkbox"/> S. Griffin | | | |

Visitors:

Recorder: D. Kyte

MEETING MINUTES

- I. Review Minutes – M. Barrios, D. Patel
- II. SSSP/Student Equity Plan Update – I. Reyes, M. Barrios, D. Patel
 - A. The Equity Plan Outline and Executive Summary were reviewed.
 1. The focus of the Student Equity Program is equality vs. equity. Programs are designed to help students find out where their skill sets are and to then design interventions to help them get to where they need to go.
 2. We are looking at success indicators for access, course completion, ESL, degrees and transfers.
 - B. I. Reyes explained the Student Equity Program services and distributed a list of ongoing activities.
 1. The KEAS program is underway. This year is 8 cohorts and in Fall will be 12 cohorts.
 2. For the BAM and accelerated GEA programs, we are focusing on tackling acceleration courses and on funding those courses through our program.
 3. Summer and Winter Math Academies will be funded.
 4. I. Reyes will add values and percentages and email to committee.
 5. Degree and certificate completion is mainly within CTE and the goal is to look at having administrative support and on doing marketing and outreach. We are looking at courses that are impacted and have the highest rate of equity gaps.
 6. Will be having a second cohort with the Puente Program.
 7. An Asian/Pacific Islander Program is being developed.
 8. A pilot program will be launched to review data to see how well the programs are working.
 9. There is a position for a full-time director, Idania Reyes, a project specialist which we are in the process of hiring, an institutional research analyst who will be starting March 1st, and the faculty coordinator for faculty learning teams is Jason Suarez.
 10. Faculty learning teams will also be able attend a conference on threshold concepts offered at ECC on March 25th - 3 CSN. In April they will then attend another workshop where they will begin an implementation plan.

C. SSSP Update:

1. The Chancellor's Office has a SSSP Plan peer reading panel. All schools seem to be doing a lot of outreach to local feeder high schools.
2. Across all colleges they are seeing issues with connecting the narrative to the budget. They have provided some model plans to refer to.
3. Any plans that received 1's will have letters sent out by the Chancellor's Office. Any plans that received 2's need clarification or to be resubmitted and any with 3's will be disapproved.
4. Dr. Nishime suggested we review the numbers from other schools who are mandating completion of the core service.
5. The 2014-15 expenditure report has been submitted. We were able to spend the \$1.4 million carryover.
6. The 2015/16 SSSP mid-year report is due 3/18/16. We will be asked to provide any anticipated unspent funds for 2015/16.
7. M. Barrios reviewed the upcoming Spring activities:
 - a. Counselor Collaborative – 3/11
 1. Working with Outreach and different departments on campus for this. High School/Middle School counselor conference.
 - b. March Madness – end of March
 1. Trying to capture students coming in at the end to get core services for priority registration.
 2. A. Garten's office sends out mass mailings regarding priority registration. M. Barrios will follow-up to see when these will go out.
 - c. Educational Planning Fair – 3/29
 1. On the spot educational planning without an appointment.
 2. Will be providing food, games, etc.
 - d. Drop-In Educational planning in classrooms – 4/4 – 4/7
 - e. Career/Majors Fair – 4/12
 - f. Transfer Fair – 4/14
8. We are planning an EPI/Early Alert pilot program which will launch Summer 2016.
9. We are working with Outreach on New Student Welcome Day - 8/24

III. SEP Advisory Group – M. Barrios, I. Reyes

- A. The committee was asked if we should we have a separate Student Equity advisory committee or incorporate it into this SSAC committee. The committee agreed to combine the two advisory committees.
- B. D. Patel suggested developing an annual calendar to determine times when peak discussions should occur.
- C. J. Shankweiler suggested adding classified members as well.

IV. BSI Update – A. Martinez

- A. For Basic Skills, we are writing a new grant, Business Skills Transformation Outcomes Grant which is good for 3 years. It is outcomes based. We are focusing on writing this grant with an emphasis on accelerated courses and compressing it even further. Looking at a 2 course pathway to transfer level accelerated Math courses. Will offer Math 67 as an 8 week course and offer the statistics course as an 8 week course in one semester.
- B. TOP's program: we are revising on our end of the process with instructors and how they interact with counselors.
- C. Looking at providing accelerated CTE courses as well.

V. Multiple Measures Subcommittee Update – A. Martinez

- A. John Hetts will present Feb. 25th, Distance Ed, 2- 4pm – All faculty and administrators will be invited.

VI. ¹³SENSE Special Focus Modules – M. Myers

- A. The SENSE survey was reviewed. Copies of the SENSE survey will be sent out to committee members.
- B. It is geared toward entering students who are in a Math or English course and who are in their first part of their first semester at ECC.
- C. There are questions we are allowed to ask that are customized for us that we can choose from. We can also take some questions from the CESE and roll them over into the SENSE survey or we can take 12 questions from a catalog to customize our SENSE survey.
- D. The survey will be administered during the first 4 – 5 weeks of Math and English courses every 2 years and will be administered by the instructors.
- E. We need to finalize questions by May.

Early Alert Presentation to ECC Academic Senate March 22, 2016 Questions and Responses

- 1) Can Early Alert be linked to our Course Management System? This may allow for students at a certain level in the Course Management System being automatically tagged in Early Alert for specific notices to be sent to them. This would save a great deal of faculty time

Response: Per the vendor, Hobsons, their Early Alert product is capable of integrating with course management systems and Gradebook type programs. The key concern is how widely used a system is on the campus before a commitment is made to link the system to Early Alert.

- 2) Will Early Alert notices be able to be sent to student cell phones or in a text message format?

Response: A student may edit their Profile in Starfish to include their cell number as well as their carrier. This should allow them to receive alerts and text messages on their cell phones.

- 3) Starfish is web-based or managed locally?

Response: It is web based. Hobsons uses Amazon web services to host the program. Once you sign in to MyECC, you will see a Starfish or Early Alert link that will go directly to Starfish, no further sign in will be needed.

- 4) Will all components of Starfish be purchased and implemented. The concern here, is that with Datatel, ECC does not have the most updated version and that continues to be problematic in some areas.

Response: Other than the predictive analytics which the CCC Tech Center did not include in their contract with Hobsons, our understanding is we have the full program. Whatever we don't have other CCC's don't have either. That being said we may not initialize all the features with the initial beta test and launch.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
February 23, 2016

CALL TO ORDER

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

Members:

Present: W. Brownlee, T. Bui, A. Carr, M. Chaban, A. Cornelio, E. French-Preston, A. Hockman,
 L. Houske, V. Nemie, S. Rodriguez, A. Sharp, J. Shankweiler

Absent: S. Bartiromo, S. Bosfield, K. Iino

Ex-Officio Members:

Present: Q. Chapman, L. Clowers, P. Pelayo, L. Suekawa

Absent: M. Lipe, P. McDermott, A. Osanyinpeju, L. Young

Guests: R. Davis, M. Fields, R. Lewis, L. Linka, C. Morado, P. Sorunke

APPROVAL OF MINUTES

The committee approved the minutes of the College Curriculum Committee of January 26, 2016.

CURRICULUM REVIEW**A. Full Course Review**

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

1. Administration of Justice 109 (AJ 109)
2. Administration of Justice 134 (AJ 134)
3. Administration of Justice 135 (AJ 135)
4. Administration of Justice 170 (AJ 170)

B. Standard Review/Consent Agenda Proposals

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

1. Administration of Justice 190 (AJ 190)
2. Academic Strategies 36 (AS 36)
3. English 98 (ENGL 98)
4. English 15A (ENGL 15A)
5. English 15B (ENGL 15B)
6. English 1A (ENGL 1A)
7. English 1AH (ENGL 1AH)
8. English 1B (ENGL 1B)
9. English 1C (ENGL 1C)
10. English as a Second Language 51C (ESL 51C)
11. First Aid 1 (FAID 1)

12. Physical Education 201 (PE 201)
13. Sign Language/Interpreter Training 130 (SLAN 130)

The committee reviewed the following course inactivation, which is ready for final action:

1. Physical Education 244 (PE 244)

CURRICULUM DISCUSSION

A. Full Course Review

Industry and Technology Division

Administration of Justice 109 – Introduction to Police Patrol Procedures

Edit *Outline of Subject Matter* in the Course Checklist: Include subtopics in the outline of subject matter section of the course outline of record.

Administration of Justice 134 – Introduction to Crime Analysis

Edit *Outline of Subject Matter* in the Course Checklist: R. Lewis and M. Fields concurred with the committee to replace “project presentation” with “case study analysis” in the outline of subject matter, major topic XI.

Edit *Course Review* in the Course Checklist: Provide a justification for changing recommended preparation from English 84 to English A.

Administration of Justice 135 – Report Writing

Edit *Course Review* in the Course Checklist: Provide a justification for changing recommended preparation from English B to English A. Explain why students are advised to take English 103.

Administration of Justice 170 – Laws of Arrest, Search and Seizure

Edit *Outline of Subject Matter* in the Course Checklist: R. Lewis and M. Fields concurred with the committee to increase lecture hours from six to seven for major topic I and increase lecture hours from two to four hours for major topic IV.

It was moved by V. Nemie, seconded by L. Houske, that the committee approve course proposals, including the conditions of enrollment changes for Administration of Justice 109, 134, 135 and 170. Motion carried.

It was moved by W. Brownlee, seconded by L. Houske, that the committee approve new distance education online/hybrid courses for Administration of Justice 134, 135 and 170.

B. Standard Review/Consent Agenda Proposals

Automotive Technology 41 was tabled for further discussion.

It was moved by E. French-Preston, seconded by L. Houske, that the committee approve standard review/consent agenda proposals, including the conditions of enrollment changes and inactivation of Physical Education 244. Motion carried.

VICE PRESIDENT'S REPORT

Vice President Academic Affairs – Dr. Shankweiler

Dr. Shankweiler thanked Chair A. Carr and Curriculum Advisor Q Chapman for their training presentations on schedule development and the curriculum process offered to administrators at the Torrance campus. Dr. Shankweiler recommended the training presentation be offered to administrators at the Compton campus.

CHAIR'S REPORT

CCC Chair – A. Carr

Chair Carr recommended the Division Curriculum Committee (DCC) consult with Compton DCC representatives during course reviews for similar courses taught at Compton. In addition, Compton faculty who teach similar courses should be consulted for new curriculum replacing existing curriculum and changes to prerequisites, units, hours and inactivations.

The three-year term will expire at the end of the spring semester for College Curriculum Committee representatives from the Nursing and Counseling Departments at the Compton Center, the Fine Arts, Health Sciences and Athletics, Industry and Technology, Learning Resources Unit and Natural Sciences divisions. The Chair will send an email to the division deans for a faculty appointment.

Current members whose term expires at the end of the spring term may continue to serve on the committee. Members have until May 6, 2016, to decide to continue or provide the names of faculty who will support the College Curriculum Committee.

CURRICULUM ADVISOR REPORT

Curriculum Advisor – Q. Chapman

There have been a small number of proposals submitted in CurricUNET. More proposals are needed for review this semester.

ADJOURNMENT

Chair Carr called a motion to adjourn the meeting. M. Chaban moved, T. Bui seconded, and the motion carried. The meeting adjourned at 3:20 p.m.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 8, 2016**

CALL TO ORDER

Meeting called to order at 2:30 p.m. by Chair Carr.

Members:

Present: S. Bartiromo, S. Bosfield, W. Brownlee, T. Bui, A. Carr, M. Chaban, A. Cornelio,
E. French-Preston, A. Hockman, V. Nemie, S. Rodriguez, A. Sharp, J. Shankweiler

Absent: L. Houske, K. Iino

Ex-Officio Members:

Present: Q. Chapman, L. Clowers, P. McDermott, A. Osanyinpeju, P. Pelayo, L. Suekawa

Absent: M. Lipe, L. Young

Guests: L. Linka, C. Morado, J. Selph, P. Sorunke

APPROVAL OF MINUTES

The committee approved the minutes of the College Curriculum Committee of February 9, 2016.

CURRICULUM REVIEW**A. Full Program Review**

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

1. Construction Technology: Cabinet and Millwork Certificate of Accomplishment
2. Construction Technology: Euro Hardware Certificate of Accomplishment
3. Construction Technology: Furniture Design and Fabrication Certification of Accomplishment

B. Full Course Review

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

1. Business 95 (BUS 95)
2. Computer Information Systems 119 (CIS 119)
3. Physical Education 120abc (PE 120abc)

C. Standard Review/Consent Agenda Proposals

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

1. Computer Information Systems 28 (CIS 28)
2. Nursing 250 (NURS 250)

The committee reviewed the following course inactivation, which is ready for final action:

1. Horticulture 95abcd (HORT 95abcd)

The committee reviewed the following high school articulation agreements, which are ready for final action:

1. Compton High School
2. Da Vinci Communications High School
3. Da Vinci Design High School
4. Da Vinci Science High School
5. Dominguez High School
6. Morningside High School
7. North Torrance High School
8. Palos Verdes Peninsula High School
9. Redondo Union High School
10. South Torrance High School
11. Torrance High School

CURRICULUM DISCUSSION

A. Full Program Review

Industry and Technology Division

It was moved by V. Nemie, seconded by A. Hockman, that the committee approve the program review proposals for the Industry and Technology Division. Motion carried.

B. Full Course Review

Business Division

Computer Information Systems 119 – Computer Security and Forensics

M. Chaban concurred with the recommendations made by the committee to revise the second and last paragraphs of the catalog description, including the addition of three more student learning objectives.

It was moved by W. Brownlee, seconded by V. Nemie, that the committee approve course proposals for Business 95 and Computer Information Systems 119. Motion carried.

Health Sciences and Athletics Division

It was moved by S. Bartiromo, seconded by E. French-Preston, that the committee approve course proposal for Physical Education 120abc. Motion carried.

C. Standard Review/Consent Agenda Proposals

It was moved by E. French-Preston, seconded by V. Nemie, that the committee approve the standard review/consent agenda proposals, including the conditions of enrollment changes and inactivation of Horticulture 95abcd. Motion carried.

VICE PRESIDENT'S REPORT

Vice President Academic Affairs – No report

CHAIR'S REPORT

CCC Chair – A. Carr

The committee members whose three-year term expires at the end of the spring semester may continue to serve on the College Curriculum Committee. If a new faculty is appointed, please provide Chair Carr with the name of the faculty by the end of the spring semester.

CURRICULUM ADVISOR REPORT

Curriculum Advisor – Q. Chapman

The committee reviewed the spring 2016 course review status. There are two more opportunities available this semester to submit proposals. It is a good time to meet with deans to discuss course review plans for fall 2016. P. Sorunke will email the committee a list of courses under the two-year and six-year course review cycle for each division.

ANNOUNCEMENTS – No report

ADJOURNMENT

Chair Carr called a motion to adjourn the meeting. T. Bui moved, A. Sharp seconded, and the motion carried. The meeting adjourned at 3:15 p.m.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

MINUTES

Tuesday, April 12
1:00-1:50 Admin 127

Spring Meetings on the 2nd and 4th Tuesdays from 1-1:50 pm in Admin 127

January 26

February 9 ~~and 23~~

March 8 ~~and 22~~ (cancelled – Senate meeting on 3/22)

April 12 and 26 (April 12 meeting in the Board Room)

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

I) Safety policies and procedures

- We reviewed the attached list of safety policies and procedures that Kristie suggested we compile to complement the Senate work on faculty development and safety.
- The committee asserts that these fall well outside the purview of the Academic Senate but that faculty should be aware of them.
- We noted that we do not have several of the BP/APs that have CCLC templates.
- Given our most recent work on campus safety, the most important one that is missing is BP/AP 3505 Emergency Response Plan. We encourage the campus groups that are responsible for this BP/AP to collaborate and begin to develop this BP/AP.
- Also missing are BP/AP 3501 Campus Security and Access; AP 3516 Registered Sex Offender Information; and BP/AP 3518 Child Abuse Reporting.
- Several of our safety board policies are missing the related administrative procedure (see the list).
- Again, this is not in the Senate purview but the Ed Policies Committee encouraged other campus leadership to develop these in collaboration with the Federation.

II) Minimum Qualifications

- Minimum qualifications fall under our committee responsibilities.
- Last fall, Barb Perez did a thorough check of our minimum qualifications throughout campus departments and found quite a few departments whose minimum qualifications had not be updated to reflect changes to state minimum qualifications. The Senate and departments updated the changes.
- We brainstormed for ways in which the committee can ensure that we keep up-to-date with the statewide revisions to minimum qualifications every two years.
- We came up with these ideas:
 - The email from the statewide Senate to the Senate President announcing the changes should be forwarded to the Educational Policies Committee.
 - Part of program review preparation could be asking departments to check that they are satisfied with their minimum qualifications and ensure that

they align with the state min quals. However, we don't recommend that it be added to the template since there is already plenty of information and questions in the existing template.

- The job search process can also trigger a check of the min quals.
- The Deans can add a min quals check to the agendas for department meetings once a year. Chris will ask Claudia to bring this up at Deans Council.
- The committee will alert departments to changes in minimum quals and ask them to update the changes.

Materials

1. Agenda
2. List of safety policies and procedure
3. Minimum Qualifications FAQs
4. Minimum Qualifications – calendar for review

Campus Safety, Crime and Related
CCLC Templates: Board Policies and Procedures

BP/AP 3500 Campus Safety. Legally required. (CEO will create a safety plan). ECC has a BP dated 4/16/2001 but no AP.

BP/AP 3501 Campus Security and Access. Legally required. (CEO will create procedures for security and access to District facilities). ECC does not have this BP/AP.

BP/AP 3505 Emergency Response Plan. Legally required. (District will have emergency response and evacuation procedures). ECC does not have this BP/AP.

BP/AP 3510 Workplace Violence. Legally required. (CEO will create procedures regarding violence in the workplace). ECC has a BP dated 4/16/2001 but no AP.

BP/AP 3515 Reporting of Crimes. Legally required. (CEO will assure that campus police will create reports of all violent and other crimes on campus). ECC has a BP dated 4/16/2001 but no AP.

AP 3516 Registered Sex Offender Information. Legally required. Annual security report will explain how to find information about sex offender. ECC does not have this BP/AP.

BP/AP 3518 Child Abuse Reporting. Legally advised. (CEO will create procedures regarding employee responsibility to report suspected abuse and neglect of children). ECC does not have this BP/AP.

BP/AP 3520 Local Law Enforcement. Legally required. (District will have an agreement with local law enforcement agencies to establish responsibilities). ECC has a BP dated 5/21/01 but no AP.

BP/AP 3530 Weapons on Campus. Suggested as good practice. (Prohibits guns and weapons on campus, except for law enforcement). ECC has a BP dated 4/16/01 but no AP.

BP/AP 3540 Sexual and Other Assaults on Campus. Legally required. (CEO will establish procedures to ensure that victims of sexual or other assaults get appropriate information and treatment). ECC has a BP and AP dated 11/16/15.

BP/AP 3550 Drug Free Environment and Drug Prevention Program. Legally required. (District is drug and alcohol free). ECC has a BP dated 4/16/01 but no AP.

Faculty Development Committee Meeting
Agenda for Tuesday, April 12, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

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

*Committee Chair 2015-2016 **Committee Chair 2016-2017

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

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

AGENDA

Campus Safety: Spring PD Day Follow-Up

(KDD) provided copies of the FDC's newsletter, "It Takes a Village: Campus Safety and Security," and asked the team to share them with colleagues and to post them in their division. (EU), (BH), and (SO) provided expert editorial assistance for the newsletter and (LMT) and her team were instrumental in clarifying flex credit for the events listed.

The first of two FDC-sponsored Mental Health First Aid Training sessions was offered April 1st. (KDD) and Michelle Arthur served as coordinators for the day's event, which was attended by approximately 20 faculty and staff from ECC and Compton Center. The coordinators were very pleased that all but one of the attendees completed the entire eight-hour training and received a Mental Health First Aid Training certificate. The training equips attendees to identify signs and symptoms of mental illness and it offers strategies for prevention and early intervention. Attendees receive a resource book which (KDD) shared with the group. The session was very interactive, offering a variety of opportunities for discussion and all attendees were engaged throughout the day. Attendees suggested that Dr. Jan Schaeffer, clinical psychologist, be invited to introduce herself at future MHFAT events. Formal feedback is forthcoming, but (KDD) reported that the response was positive and even attendees with expertise in this area found the training exceptionally helpful. The training is designed for general audiences so (KDD) suggested examples relevant to the community college population be incorporated into the training.

Because the April 1st training filled just a few days after it was advertised, Michelle Arthur has agreed to invite faculty to an additional training, scheduled for May 6th. Those interested can contact Michelle at x6755 or marthur@elcamino.edu.

(SK) noted that student workers in the Schauerman Library must address a number of emergency situations and would benefit from Mental Health First Aid Training. (MS) asked if the training will be offered again in the future. (KDD) noted that the training is available free of charge to any group of at least 15 and no more than 25 attendees.

(SK) commented that it can be unclear who to contact when mental health issues arise. Disruptions or disturbances are not always criminal in nature. Yet Campus Police is the only department available to respond on short notice. Campus Police may then refer cases to the AIMS team. It would be ideal if members of the AIMS team were available to respond immediately.

(SO) recalled that a student of hers was showing signs of having some personal difficulties. When (SO) inquired, the student reported she was being text threatened by a student in her Music class. (SO) reached out to Dr. Jan Schaeffer who responded immediately to assist the student.

(EU) noted the role of campus communications (like Nixle) in influencing how members of the community think about emergency situations. In the recent incident in which a student was shot by Campus Police, the Nixle alert suggested that the weapon wielded by the student may have been a toy. Might this type of communication downplay the seriousness of future events and/or encourage witnesses to future incidents to try to determine whether a weapon is a threat?

Introductions

(SA) was introduced as the incoming Vice President for Faculty Development. She will complete (KDD)'s term which ends in spring 2017 and will hopefully run for a full term at that point. (SA) is Professor of Sociology and is spearheading efforts to establish a Women's, Gender and Sexuality Studies Degree. There is strong support for the degree, evidenced by the fact that 35 members of the college community attended the planning meeting.

Diaa Eldanaf, Assistant Professor of Mathematics, was unable to attend so she will be introduced at the next meeting.

Additional Upcoming FDC/PD Initiatives:

(EU) asked for more information about the event "Engagement Opportunities: Practical Ideas for Faculty Involvement," 4/14 12:30-2 in the Teaching and Learning Center. (KDD) explained that the event had appeared on multiple FDC agendas, but that discussion of campus safety had taken precedence at the meetings. The event was originally proposed for New Faculty Learning Academy but there wasn't sufficient time so it was shifted to spring semester. Pre-tenure faculty are encouraged to demonstrate service to the college but may not be well-informed about engagement opportunities. The workshop is ideal for new faculty or experienced faculty looking for new professional learning opportunities. The presenters include Dr. Renee Galbavy (Psychology), Dr. Juli Soden & Dr. Yun Chu (HDEV), and Argelia Andrade (Spanish). (BH) suggested that the event be offered every spring semester as a follow-up to NFLA and that a teaser be offered at NFLA.

Campus Safety: Spring PD Day Follow-Up, continued.

(MS) asked about the new locks and whether timelines had been established for installations. (EU) noted that the reports from College Council consistently highlight Dr. Maloney's responsiveness to campus concerns. (EU) added that she recently discovered that she's able to lock her classroom door in Humanities without having to step into the hallway.

(KDD) directed the team to flyers for the FDC-sponsored event, "Effective Responses to an Active Shooter," on April 21st from 1-2 pm in SOCS. She asked for assistance promoting the event, which will be facilitated by Chief Michael Trevis and (RD). The goal was to host the event in Humanities but, given the conflict with the English faculty meeting, it was changed to SOCS. The long-term goal is to host an additional event in other locations during the upcoming school year. Elise Geraghty (Associate Dean, Humanities) and Christina Nagao (Humanities Faculty and Senator) are planning to organize a similar event for Humanities faculty for this semester. (KDD) explained that trigger warnings will be provided in email confirmations sent to registrants and at the start of the event. The team reviewed the agenda and indicated that it would be useful to provide audio files of a handgun, rifle and shotgun being fired. The team suggested also providing audio files of similar sounds such as firecrackers and backfire from a car. (KDD) will follow up with Chief Trevis and (RD).

Fall Professional Development Day

The team was invited to review the results of the Faculty Needs Assessment and suggest ways to address these needs at Fall Professional Development Day. (EU) suggested that the results for awareness of culturally relevant pedagogy may be overestimated given that “you don’t always know what you don’t know.” The recent Intergroup Dialogue trainings talked about this topic but never got to the heart of how to implement culturally relevant teaching and learning strategies. (KDD) concurred. There is a need to better understand where students are coming from and to provide faculty with concrete examples of how they might most effectively respond. The IGD trainings didn’t provide the content knowledge that faculty need.

(SK) provided a recent experience where she overheard two student workers commenting about the police patrols in the library which were added recently to increase a sense of security within the library. Yet the students reported that they felt more anxious with the increased police presence. (SK) was reminded that our students perceive police presence in ways that may be very different from how faculty and staff perceive them.

(EU) noted that technology training is offered throughout the school year so may not need to be a focus for Fall PD Day. (FB) suggested that the interest in technology may be inflated by the survey method since it was sent via email and included an online survey.

(EU) highlighted brain research and culturally relevant pedagogy as being useful topics for a general session. (SO) reported that recent Faculty Book Club selections on brain research were quite popular and a breakout session on brain research was well-received in previous years.

(KDD) noted that there are some broad issues facing our college, such as low enrollment, that may need to be addressed in the general session. Dr. Maloney and the VPs are discussing this and will liaise with the FDC and with PD.

Meeting was adjourned at 1:50 p.m.

KDD/4.12.16



Effective Responses to an Active Shooter

Thursday, April 21 @ 1:00-2:00 pm
Social Sciences 203
(1 hour flex credit)

This event is designed for instructional faculty. Attendees will have the opportunity to problem-solve emergency scenarios, practice applying “run, hide, fight” strategies, and consider proactive approaches for use in the classroom.

Facilitated by: Chief Michael Trevis and Professor Ross Durand (I&T)

Register using [Professional Development Reporter](#)



*Sponsored by Campus Police,
the Academic Senate Faculty Development Committee, and
the Professional Development and Learning Department.*



EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 4, 2016

MEMBERS PRESENT

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

Other Attendees: Members: A. Grant, E. Rader, A. Sala **Support:** L. Beam, I. Graff, J. Higdon, J. Nishime **Guests:** A. Leible, Susana Prieto, J. Troesh, A. Zelaya

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

Approval of the January 21, 2016 – Minutes

1. One correction was suggested under Approval of January 7 Minutes, #2, **Delete:** athletic director for Health Sciences and Athletics; **Replace with:** Director of Kinesiology and Athletics.
2. The minutes will be posted and resent out to the committee.

Technology Update – A. Leible

1. A. Leible was welcomed to the meeting and introductions were made by the committee members.
2. A. Leible updated the committee on the following upcoming projects. The first project will be the replacements of the faculty laptop computers. Currently the laptops are at the vender waiting for the image to be installed. The anticipated delivery of the laptops is projected to be the mid to end of February. Scheduling of the individual members will be forthcoming so they can accept and sign for their equipment when it arrives. The individual appointments will allow for checking to make sure the faculty member can log on to the network.
3. Work is also being done on the wireless plan to perimeter a solid single wireless plan to keep connections from dropping between buildings and to have a stronger connection in the weaker areas.
4. The power supplies are being replaced in all of the wiring closets so the equipment stays up and running. Due to the Administration building being renovated, work is being done to move the main point of entry of all of our circuits currently in the Administration building into the Information Technology building.
5. A plan is being developed regarding Microsoft 365 to get the Cloud – Mailbox Solution up and running. Microsoft 365 is the Cloud based Microsoft Office which allows you to access Office files anywhere off any system. The cost will be a big benefit to the college as the cost is zero. It was noted the mailbox limit is currently way beyond what El Camino College has now.
6. The current timekeeper system for part-time and student hiring is being reviewed along with the account code structure. Once this is done Human Resources will be brought in and El Camino College will move forward in purchasing a commercial version of timekeeper which will solve a lot of the current problems.

7. Another project being reviewed is other aspects for MYECC. There are some payment aspects and some other issues that we want to have activated on the portal so when a student registers, they can make their payments and will be able to do a variety of other things.
8. A new element forthcoming for the Help Desk is creating a ticket/tracking system for when you call and need help or service. It will have the ability of knowing where your ticket is and who is working on it. Two additional staff members have just been hired for the Help Desk and they are currently being trained for another week and a half. Once they are on board we will be able to expand the hours from 7:15 a.m. to 9:00 p.m., Monday through Friday.
9. It was asked if the new Help Desk system was a system which could work with the area of Facilities. It was noted Facilities utilizes the SchoolDude program for their purposes.
10. A question arose regarding the new portal and if it would have the capability like TracDat has which is a business intelligence add on that could be utilized for Program Review. It was noted we are not sure we are receiving a new portal. It was clarified there is a new student portal portion to what we already have and it would be attached to our system. It would not be replacing MYECC, it would be added to it.

Faculty and Classified Hiring – L. Beam (Handouts)

1. An overview was given of the current campus-wide hiring for the faculty and classified staff. Currently there are 45 recruitments in some state of hiring. The full-time faculty positions are for the most part are all closed and the screening process has begun. It is estimated across the system 1,200 new full-time faculty will be hired. With all of the current hiring being done, the applicant pools are not as robust as they have been in years past. This is attributed to the economy picking up and more people going back to work.
2. The committee was informed El Camino College began their recruitment and advertising in November which was earlier this year. This way the positions would close earlier so we could be ahead of the hiring process with our sister colleges.
3. It was reported with the classified employees, there were a lot of retirements this last year. It was noted the greatest expenditure at El Camino College is personnel.
4. For the last calendar year we hired 13 administrators, 38 classified employees, 26 full-time faculty, 130 part-time faculty. Some interesting facts were cited as follows: the average tenure of an administrator is 12 to 14 years, 13 to 14 years for faculty, and 12 to 13 years for classified staff.
5. It was noted there is usually not a one-for-one replacement with the academic positions. The faculty prioritization committee meets on an annual basis and makes a decision on the prioritization of various faculty positions based on program review and the reviews of the various departments. It was asked how many of the faculty hires have been replacement vs. new hires. It was expressed most of the hires are replacements and not from growth. Counseling was noted as one area right now where there would be some growth positions (8 positions).
6. The current Faculty Obligation Number was not known, but it was expressed El Camino has met its FON obligation. R. Natividad will check and report back to the committee next time the correct FON.
7. It was reported Alice Grigsby's position which is currently being temporarily filled by Howard Story, has been filled. The new person will start March 1.
8. It was announced the board meeting for February will be held on a Wednesday instead of the usual Monday. Monday is a holiday and Tuesday had a conflict so the meeting was moved to Wednesday. To stay consistent the rest of the year which has a Monday holiday will have the board meeting on Wednesday. There will be a total of three board meetings which will be moved to Wednesdays this year.

1. The master planning process is beginning again. Some focus areas which were discussed are as follows:
 - Instructional Technology
 - Enrollment
 - Student equity
 - Student success and support
 - Student progress and completion
 - Improving the efficiencies of the infrastructure of the institutionThe committee was encouraged to give their thoughts for any input and suggestions. The term infrastructure was clarified as fixing business processes.
2. It was noted Unit Plan Training is proceeding and helping the deans and directors in building their unit plans from program plans. These plans will be due on February 15.

Adjournment – R. Natividad

1. The meeting adjourned at 1:45 p.m. The next meeting originally scheduled for February 18 will be cancelled due to R. Natividad being out of town at a conference. The next meeting is scheduled for **March 3, 2016, at 1:00 p.m.**, in Library 202.

RKN/lmo

APPROVED

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 3, 2016

MEMBERS PRESENT

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

Other Attendees: Members: A. Grant, E. Rader, A. Sala **Support:** L. Beam, I. Graff, J. Higdon

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

Approval of the February 4, 2016 – Minutes

1. It was noted as soon as R. Natividad is informed of the current Faculty Obligation Number (FON) which was referred to in the minutes from the February 4 meeting, he will notify the PBC.
2. The minutes were approved as presented and will be posted to the website.

Fiscal Health Risk Analysis – J. Higdon (handout)

1. A handout (Fiscal Health Risk Analysis- FCMAT) was distributed to the committee. This is the document the Chancellor’s Office/Fiscal Standards Group is supporting as well as ACCJC. It was noted most things FCMAT does is partial towards K-12s as opposed to junior colleges.
2. The last time this document was filled out, the results were brought back to PBC for their input. The committee was queried to see if they preferred the same procedure or would they like a subcommittee to assemble and review the results. It was noted most of the information on the form is of a substance that most of the PBC members would easily understand and would not have to be filtered through another committee.
3. A recommendation was made by R. Natividad to let J. Higdon’s area to go through this document and begin to answer the questions on the form in order for the PBC to receive further clarification in reviewing the information. It was suggested that D. Mussaw would be of great assistance with the area of enrollment and FTES. It was agreed by the PBC to go forward with this same process.

Apportionment – J. Higdon

1. The apportionment has been posted and Accounting will be reviewing it. No unusual issues have been noted. The committee was reminded that as of this December, one segment of Proposition 30 will be disappearing (the sales tax portion). Based on the new amount of EPA funds on the apportionment report it was noted the absence of this sales tax would hurt our college by about \$1.5 million dollars.
2. It was asked if we would be participating in non-credit program funding in the future. It was noted this subject is being carefully reviewed. There is money there but it is not enough of the money we would like to see. The priority would still be credit funding over the non-credit.

Master Plan Update – I. Graff (handouts)

1. There is a master planning process (Educational Master Plan) which will encompass three meetings. There will be a small core meeting on February 5, a slightly larger group will be meeting tomorrow, and finally a larger group will meet at the planning summit. At the last meeting on February 5, the Strategic Planning Committee took what was done the previous year and condensed all the information down to four focus areas: Enrollment Management, Teaching and Learning, Institutional Process Improvement, and Access, Progress and Success. Six themes were noted as being interwoven in the planning process: Equity, Community, Stewardship, Technology, Initiatives, and Integration.
2. An updated Annual Planning and Budgeting Process calendar was presented to the committee. This process was developed by using the three pages of the administrative procedure on institutional planning. The committee was walked through the diagram as presented in detail. This diagram will go back to College Council in two weeks. The diagram was unanimously approved by the committee.
3. It was noted Unit Plans should be completed by now.

Updates – R. Natividad

1. An update was given on enrollment and schedules. The winter session is up coming and will not be rolled over. The college is currently considering offering approximately 200 sections for the winter session. The vice president listed a general guideline on the break down on the various sections for each division. The winter session is a five-week session with classes being offered for five days a week (23 days total). The deans should soon be releasing a listing of their offerings.

Adjournment – R. Natividad

1. The meeting adjourned at 1:41 p.m. The next meeting originally scheduled for March 17 may be cancelled, due to the meeting date being on spring break. R. Natividad will keep the committee updated. If the committee does not meet on spring break, the next meeting would then be on **April 7, at 1:00 p.m.**, in Library 202.

RKN/lmo

ACADEMIC AFFAIRS
 Assessment of Learning Committee
 CRITICAL THINKING ILO [#1] ASSESSMENT
 Meeting Notes



April 8, 2016
 12:00 PM to 2:00 PM
 Admin 131

Presenters/ALC Co-Chairs: Jenny Simon & Russell Serr

Attendees: See Professional Development Sign-In Sheet

ILO #1 – CRITICAL THINKING: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

- Identify vital questions, problems, or issues and evaluate solutions.
- Analyze, compose, and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.

AGENDA ITEMS	NOTES																
<p>I. <u>Presentation:</u> Assessment Results (Survey)</p>	<p>J. Simon welcomed the group and presented the meeting as an opportunity for faculty to begin discussions regarding the analysis of the Critical Thinking ILO assessment. Data collection will be completed by the end of the semester, and the results of final data analysis will be available in Fall 2016. The present meeting was scheduled to solicit initial feedback and perspectives from the pilot assessment process.</p> <p>J. Simon reported that many faculty members had responded via SurveyMonkey to the following item related to the pilot assessment:</p> <p>Rank from highest to lowest the average scores for each rubric category (1=highest score, 3=lowest score).</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 33%; text-align: center;">1 (highest average score)</th> <th style="width: 33%; text-align: center;">2</th> <th style="width: 33%; text-align: center;">3 (lowest average score)</th> </tr> </thead> <tbody> <tr> <td>Identify</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td>Analyze</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td>Conclude</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> </tbody> </table> <p>Based on the survey results and on the averages that faculty had subsequently submitted, J. Simon reported the following findings:</p> <ol style="list-style-type: none"> 1. The survey rankings revealed that the highest average scores were reported for the <i>Identify</i> category, followed by the <i>Analyze</i> category then the <i>Conclude</i> category. 2. According to the data J. Simon had received to date, the average score was: 2.1 for <i>Identify</i>; 2.0 for <i>Analyze</i>; and 2.0 for <i>Conclude</i>. <p>J. Simon noted that there was no “runaway” category and that scores generally clustered around “2,” or “Proficient” based on the scoring rubric. She reminded faculty that the Office of Institutional Research and Planning (IRP) would conduct more formal and comprehensive analysis on the final data; scores are linked to course ID, so data can be analyzed for trends related to student attributes and demographics (e.g., number of units completed, race/ethnicity, gender). As faculty will not receive another roster for final data, J. Simon advised to use the same electronic roster (e.g., clear any pilot data that had been entered) to submit final data directly to Joshua Rosales in IRP.</p> <p>J. Simon also clarified that faculty should only assign a score of zero (0) if the student actually completed the assessment but the response is <i>missing</i> a particular aspect of critical thinking (i.e., Identify, Analyze, Conclude); if a student <i>did not complete the assessment at all</i>, no score should be assigned and the field should remain blank on the assessment roster that is submitted.</p> <p>In response to an inquiry about submitting a single assessment per student, the group briefly discussed the reliability of a single measure of a student’s critical thinking (e.g., student’s actual ability may be skewed by extraneous factors or confounding variables); faculty also noted that students are likely to take the assessment more seriously if midterm or final.</p> <p>J. Simon confirmed the following: ILO assessment to be based on one assignment; faculty may opt to use a final assessment for ILO data (rather than preliminary data from pilot); the selected assessment should be part of the course grade.</p>		1 (highest average score)	2	3 (lowest average score)	Identify	○	○	○	Analyze	○	○	○	Conclude	○	○	○
	1 (highest average score)	2	3 (lowest average score)														
Identify	○	○	○														
Analyze	○	○	○														
Conclude	○	○	○														

<p>II. <u>Discussion:</u> Observations about the Assessment and Results in the Classroom</p>	<p>The group engaged in discussion prompted by comments or questions from participating faculty:</p> <p>Faculty identified areas of difficulty for students and shared examples and best practices from their disciplines</p> <ul style="list-style-type: none"> • Students seem to have a hard time writing a thesis statement • Students struggle to articulate the identified problem, although they often reach appropriate conclusions • Students often make assumptions that the audience knows what the “issue” or “problem” is and fail to explicitly identify it in writing • Students often make “minimal effort” and resort to single sentence responses rather than expounding further to “reveal” their understanding • Faculty shared strategies such as “chunking” assessment prompts to “lead students through the process;” reminding students to assume that the reader has no knowledge of the subject area (to encourage clear identification of the issue/problem and greater elaboration in writing in general) <p>Faculty discussed challenges related to the assessment of critical thinking</p> <ul style="list-style-type: none"> • Are all assessments designed such that students are required to identify problems and reach conclusions using critical thinking skills rather than merely to recall or react to concepts that have previously been addressed in class (e.g., applying their problem-solving skills to novel situations)? • Potential advantages of standardized assessment prompt. Faculty shared what they have heard regarding the experiences of other colleges • R. Serr noted that the goal of assessment is to identify any gaps in students’ critical thinking skills and in the process by which they are measured • J. Simon noted differences in methodology between last assessment and the current assessment (e.g., random selection as a strength in the methodology of previous years; development of rubrics this year to provide guidelines for the current ILO assessment) • R. Serr also noted that the assessment process began earlier this year based on feedback from previous assessments; J. Simon reminded the group that the assessment process will continue to improve as faculty reflect on the process each year • R. Serr reported that there was a “great response” from faculty across the college, and that are approximately 50-60 participants in the Critical Thinking ILO this year <p>Faculty provided feedback regarding the assessment rubric</p> <ul style="list-style-type: none"> • Faculty agreed that the current rubric presents a sufficient number of categories for scoring (including the distinction between elements that are <i>missing vs. low quality</i> responses) and is general enough to apply to multiple disciplines • The group engaged in discussion about the assessment of critical thinking as a skill vs. knowledge of subject matter; faculty noted that one should be able to administer an assessment at the beginning of the semester as readily as the end of the semester, because specific subject matter is not the basis of the assessment • In response to inquiry about whether or not ILO assessment only occurs in academic areas, J. Simon indicated that some of the ILOs reflect other areas (e.g., student services) and are assessed accordingly. L. Clowers added that as they represent “learning outcomes,” the ILOs are generally assessed using data from academic areas and student support services (rather than administration); however, IRP uses a variety of other assessments to measure administrative functions and overall institutional effectiveness.
<p>III. <u>Break-Out Groups:</u> Implications and Actions</p>	<p>In break-out groups, faculty engaged in discussion based on two (2) prompts presented by J. Simon:</p> <ol style="list-style-type: none"> 1) <i>What do we currently do to support critical thinking among students?</i> 2) <i>What could/should we do (or do more effectively) to support critical thinking among students?</i> <p>Each break-out group was provided a large sheet of poster paper to document their ideas in response to the prompts. Following discussion, each break-out group reported back to the larger group. Attached are some of the ideas presented; the poster sheets were collected by J. Simon for possible use during Fall 2016 Professional Development Day.</p>

Sample Responses from Break-Out Group Presentations

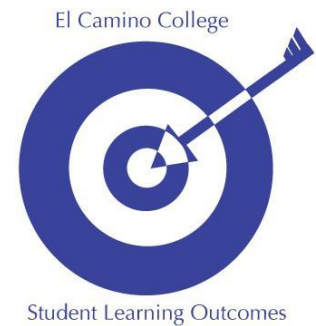
What do we currently do to support critical thinking among students?

- General Education (GE) requirement
- Support services (e.g., Writing Center, Reading Success Center)
- SI, tutoring, counseling, other resources
- Thinking “outside the box”
- Peer evaluations
- Class discussions and debates
- Application of theory to real life
- MESA
- Student-faculty interactions (e.g., individual, small group conferences)
- Designing assignments intentionally
- Including critical thinking assignments (e.g., quizzes, exams)

What could/should we do (or do more effectively) to support critical thinking among students?

- Clear assessment prompts
- Teaching teachers how to teach critical thinking
- De-emphasizing mastery of key terms as the hallmark of learning
- Capstone application
- Increasing motivation
- Increasing collaboration among colleagues
- Early assessment of critical thinking and reading skills
- Encouraging student participation in reading workshops
- Smaller class sizes
- Tutors receiving more direction from faculty
- Increased student engagement at the institutional level, including more public spaces for studying
- Teaching faculty critical thinking terms
- Applying the mathematical model
- Implementing writing across the curriculum
- Sharing critical thinking assignments and assessments
- Discussing the transferability of critical thinking skills

Spring 2016 SLO Training Schedule:



*These trainings are for SLO/PLO sections of TracDat ONLY.
Program Review Trainings will be scheduled at other times.*

Entering Spring Assessments: working workshop.

Wednesday, April 27, 2:00 - 3:00PM

Thursday, April 28, 9:00-10:00AM

Wednesday May 4, 3:00 - 4:00PM

Thursday May 5, 1:00 - 2:00PM

All Spring 2016 reports should be entered into TracDat by
Friday, September 16!!

More TracDat training dates to come early Fall semester!

All trainings will be in the Library West Basement (ECC Campus).

To register for a training log into: <http://elcamino.flexreporter.com>

Communication Studies Minimum Qualifications

The Communication Studies Departments would like to see the qualification for California Community Colleges to be:

Master's degree in the discipline of Communication, Communication Studies or Speech Communication. Or the equivalent.

Proposed change to Minimum Qualification Communication Studies California Community College

~~Master's degree in the discipline of speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, or speech communication, or organizational communication OR bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English OR the equivalent.~~

Justification

The Communication Studies Departments believe to insure the integrity of our programs and the reputation for academic rigor we have, we need to establish qualifications beyond the current minimum standards. We also believe that faculty need to be able to demonstrate competence in any course assigned. If we cannot find a qualified faculty member we should not offer the course. The State does not allow for single course equivalence.

Title 5, section 53410 sets the basic minimum qualifications for credit instructors which include either a master's degree "in the discipline of the faculty member's assignment" or a master's degree "in a discipline reasonably related" to the assignment and a bachelor's degree "in the discipline of the faculty member's assignment."

We believe that Communication Studies (Speech Communication) has evolved from the time of the original Minimum Qualifications and is now a well-established unique discipline. We also believe that some of the disciplines listed in the current Minimum Qualifications are no longer "reasonably related." Therefore we believe it is now time to reevaluate the Minimum Qualifications and to align them with the current state of the discipline.

This is by no means just a one college or one state issue. There have been multiple papers and panels sponsored by the Community College Section of the National Communication Association. For example: There was a panel at NCA 2008 "The Status of Communication Education in the Nation's Community Colleges: A Regional Focus and Beyond" where the need for stronger qualifications was discussed at length based upon the number of faculty teaching Communication Studies courses who do not have a graduate degree in Communication Studies.

https://www.researchgate.net/publication/271993498_Communication_Education_in_US_Community_Colleges

Consultation

This has been presented to the Community College Interest Group of the Western States Communication Association and sent to the list serve of key Communication Studies Faculty of all the California Community Colleges. It has been slightly revised from the original proposal because there are some degrees from Communication Studies Departments that may have different titles than Communication Studies. It has received overwhelming support.

There was only one person who objected and their position basically was that we should let everyone apply for open positions and let the committees chose the best candidate. The problem with his position is that faculty does not hire, administrators do, and we do not trust all of them to choose the best candidate without appropriate Minimum Qualifications.

Patricia O’Keefe, Past President of the Western States Communication Association Response:

Hi folks,

I wasn't going to expand on this dialogue until I read the advocacy for expansion. Narrowness to some degree is beneficial (gosh didn't mean to sound like a resolution). My caution to all of you is: failed administrators can retreat to the classroom as full-time faculty members because they have a word in their degrees that match minimum qualifications (see Ed code on this travesty). In my case this a plural because it has happened twice in my department. In short, this guarantee for administrators retreat rights sucks for the intellectual growth and viability of the department. In addition, there is very little faculty members can do about it.

Please use caution in the phrasing, or suffer the consequences.

I apologize for the bluntness, still recovering from a fabulous time at Western.

Patty O

Acknowledging the Changes to Communication Studies

There have been many changes to the discipline since the last update of the Minimum Qualifications. This was acknowledged in a document “Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2006” by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division, System Office, California Community Colleges. Which says in part:

Technical Changes: Change Speech Communication to Communication Studies (Speech Communication) on the master’s list.

Four-year universities have changed their department title of “Speech” or “Speech Communication” to “Communication” or “Communication Studies” in order to better represent the full field of study. The discipline description is broader and includes courses in behavioral sciences, critical thinking, theory, and other areas. The previous title is retained in parentheses for information, because it is presently still used by a majority of community colleges.

We believe the Minimum Qualifications for Faculty should be changed to be consistent with the current full field of study.

The only degrees that we are confident qualifies faculty to teach in California Community Colleges Communication Studies Departments are those granted by Communication, Communication Studies and Speech Communication Departments.

There are many other degrees that may qualify them but it is necessary to evaluate coursework to be sure. Therefore: “OR Equivalent.” Because in California there is no single course equivalency faculty must be qualified to teach the full curriculum that we offer.

Why Not

Why not Speech? While most Speech degrees would qualify (All from Communication Studies

Departments would qualify) there are some that are really Speech Pathology or Communicative Disorders degrees where the faculty would have a dramatically different set of knowledge.

As far as we can tell there has not been a Master's in just Speech since the 70s except the few that were Speech Pathology. Bachelor's were almost gone by the early 80s. Some AA Degrees still exist. We do not know why we would want to include it. Anyone who has one of these degrees from the 70s or before would be grandfathered in. If they are teaching in a Community College they most likely have a Community College Teaching Credential in Language Arts and Literature.

If you Google Master's of Speech, all most all the results are for Speech Pathology or Communicative Disorders. In most cases Master's in Speech would not qualify someone to teach in our discipline. [master's degree speech](#)

If you look at degrees conferred in the field of Communication Studies "Speech" is not even listed. No one currently teaching Communication Studies at El Camino College has a Master's Degree in Speech.

Why not Mass Communication or Speech Broadcasting? While people with degrees in Communication Studies and Speech Communication are qualified to teach lower division courses in Mass Communication and Speech Broadcasting, many who have degrees in Mass Communication or Speech Broadcasting do not have the breath of knowledge to teach our whole curriculum. Some of these degrees focus almost exclusively on Broadcast Journalism.

Why not Rhetoric? While there is no question that today's Communication Studies has its roots in classical Rhetoric, It is hard to predict what a modern degree in Rhetoric represents. Many of the programs focus on observation and analysis of best practice by looking at great historical speeches and literature and do not look at modern communication theory. Rhetoric degrees are also offered by English Departments, again (All from Communication Studies Departments would qualify).

Why not Communications or Telecommunications? Many Communications or Telecommunications degrees are technical degrees dealing with things like broadband, Cable, fiber optics, satellite, cellular, etc. This is not Communication Studies in California Community Colleges.

Why not Organizational Communication? Again, while people with degrees in Communication Studies and Speech Communication are qualified to teach lower division courses in Organizational Communication, many who have degrees in Organizational Communication do not have the breath of knowledge to teach our whole curriculum. Some of these degrees come out of Business Departments and focus on Organizational Psychology and Behavioral Economics. Again, (All from Communication Studies Departments would qualify).

Why not English and/or Theater? "If English and/or Theater were acceptable qualifying fields, then Communication faculty would also be qualified to teach English and/or Theater courses too. However, this is not happening, nor is it likely to happen. Ironically and inexplicably, however, English and Theater faculty often teach Oral Communication classes. There is no question that English and Theater and Communication are separate disciplines. Each has their own professional associations, conventions, academic journals, lines of research, and so forth. Further, there is no shortage of fully qualified and properly credentialed Communication graduates nationally, regionally, or in Alabama." *

OR Equivalent most often by analysis of coursework. While it is unrealistic to expect that someone who is requesting equivalency has taken all of the courses in our curriculum at the upper division or graduate level, we would expect that they have had the majority of them. These would include: Public Speaking, Small Group Communication, Interpersonal Communication,

Intercultural Communication, Oral Interpretation of Literature, Gender Communication, Voice and Articulation, Readers Theatre, Argumentation and Debate, Forensics, Mass Communication, and Organizational Communication.

We would also expect that someone who is requesting equivalency would have at least some of the courses included in most Communication Studies programs that are not in our curriculum. These would include: Rhetoric, Research Methodology, Linguistics, General Semantics, Public Address, Interviewing, Nonverbal Communication, Leadership, Story Telling, Media effects, Communication Theory, Conflict Resolution, Negotiation and Bargaining, Issues in Freedom of Speech, Campaign Persuasion, etc.

There is no shortage of qualified faculty to teach

Examples of California Universities offering Masters in Communication Studies:

CSU: Chico, Fullerton, Long Beach, Los Angeles, Northridge, San Bernardino, San Diego, San Francisco, San Jose.

UC Santa Barbra on the path to a Ph.D. UC Davis

There are also many Ph.D. programs in Communication Studies that graduates would exceed the minimum qualifications.

MINIMUM QUALIFICATIONS

This is the current Minimum Qualifications for California Community Colleges:

Communication Studies (Speech Communication)

Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication

OR

Bachelors in any of the above

AND

Master's in drama/ theater arts, mass communication, or English OR the equivalent.

This allows us to set a higher standards:

Districts may establish local qualifications beyond the minimum standards defined in the Disciplines Lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.

This is what some other Community Colleges have:

Olympic College - Washington

MINIMUM QUALIFICATIONS:

Master's degree in Communication Studies, Speech, or directly related area.

Cascadia Community College - Washington

Minimum Qualifications

Master's degree from a regionally accredited college/university in Speech Communication/Communication Studies –

South Puget Sound Community College - Washington

Minimum Qualifications:

Master's degree in Speech Communication or Communication Studies with an emphasis in Speech from an accredited college or university

Preparation or experience teaching the 100-200 college-level courses in human communication, particularly Intercultural, Interpersonal and Small Group Communication

Oregon

MINIMUM QUALIFICATIONS - Master's degree in Speech Communication, Communication, Communication Studies

OR - Interdisciplinary degrees that include a minimum of 30 graduate credits in Speech Communication

OR - Any related Speech Communication Master's degree (e.g. Telecommunications or Mass Communication) to teach subject-related courses Instructors shall have earned required academic credentials at a regionally accredited institution.

Columbia State Community College - Tennessee

Minimum requirements: Master's degree in Communications or a related field with a minimum of 18 graduate semester hours in Communications.

Alpena Community College - Michigan

Master's degree in Speech Communication or equivalent experience.

Thomas Nelson Community College - Virginia

MINIMUM QUALIFICATIONS: Master's degree in discipline (18 graduate semester hours in the field)

Austin Community College –Texas

Masters in Speech Communication or

Masters with 18 graduate hours in Speech Communication or

Masters in Communication Studies with analysis of coursework

Related Disciplines – California Minimum Qualifications

Drama/Theater Arts

Master's or master of fine arts in drama/theater arts/ performance

OR

bachelor's or bachelor of fine arts in drama/theater/ performance

AND

master's in comparative literature, English, communication studies, speech, literature, or humanities

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.

Mass Communication

Master's in radio, television, film, mass communication, or journalism

OR

bachelor's in any of the above

AND

master's in drama/theater arts, communication, communication studies, business, telecommunications, or English

OR the equivalent.

Speech Language Pathology

Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology,

OR the equivalent.

Speech Language Pathology: Disabled Students Programs and Services

Master's, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders;

AND

Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.

Process to Initiate Changes to the Disciplines Lists

Users of this booklet are encouraged to forward recommendations for additions, changes, and/or suggestions through their local academic senates to the Academic Senate for California Community Colleges or to the Academic Affairs Division of the Chancellor's Office. The academic senate and Academic Affairs Division in the Chancellor's Office continually monitor issues and questions relating to minimum qualifications.

The academic senate regularly considers changes to these lists, and recommendations from the academic senate to the board of governors are developed through active collaboration between the local senates, professional organizations within the state and the Chancellor's Office. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Districts may establish local qualifications beyond the minimum standards defined in the Disciplines Lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.

American Communication Journal Vol. 10, No. 4, Winter 2008
A Regional Analysis of Communication Education in U.S. Community Colleges
Richard Emanuel

Perhaps the most serious concern, is the persistent use of unqualified faculty to teach communication classes. A qualified communication faculty member is one who has a graduate degree in communication or communication studies versus English, mass communication, or theater. Hiring unqualified faculty to teach communication classes does not speak well of the academic integrity of the college or the accreditation agency that oversees it. The message is that

“anyone can teach communication.” Using the same [il]logic, anyone who can balance a checkbook ought to be able to teach business math! Many colleges indicate that hiring qualified full- and part-time faculty is a challenge for them. And yet, there is no shortage of graduate communication programs or graduates of those programs. P.16

The maximum communication class size is 25 in every region except the Western region where the typical class size is 31. P.13

In California there is no single course equivalency. Therefore all faculty need to be able to teach all of the Fundamental Oral Communication courses.

**Hindawi Publishing Corporation, Education Research International
Volume 2011, Article ID 948138, 12 pages, doi:10.1155/2011/948138
Research Article**

Critical Concerns for Oral Communication Education in Alabama and Beyond

Richard Emanuel Department of Communication, Alabama State University, Montgomery, AL 36104, USA

Teaching a fundamentals of oral communication course requires a broad, deep understanding of the field of communication including its theory, research, and techniques. This course, which includes a public speaking component, is a much more challenging course to teach. It requires a well-trained communication professional to guide students through the various contexts and applications of communication. Oral communication education provides instruction and guidance to help students develop and improve their oral communication skills. The effective application of those skills is evidence of communication competence. Morreale et al. [4], in their robust rationale for the centrality of the study of communication, state that “communication education is most appropriate and effective when it is taught by faculty trained in the discipline and in departments that are devoted to the study of communication” (page 23).

The SACS Faculty Credentials Guidelines [55], specifies that faculty who teach degree courses designed for transfer to a baccalaureate degree, or general education courses at the undergraduate level, or baccalaureate courses, must have earned “a doctor or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)” (§1d). No other regional accrediting body specifies that 18 graduate semester hours in a discipline qualifies someone to teach that discipline. Since there is no demonstrable shortage of degreed people in the communication discipline, requiring only 18 graduate semester hours of some kind of communication-related courses unnecessarily diminishes faculty credentials standards when it comes to oral communication.

The Higher Learning Commission Guidance on Determining Qualified Faculty (n.d.) [56] states that “faculty teaching in undergraduate programs should have completed a significant program of study in the discipline they will teach. . .with substantial coursework at least one level above that of courses being taught or developed” (page 1). In a very detailed Faculty Credentials Operations Manual [57], Hillsborough Community College (Florida) affirms the fact that “both full-time and part-time faculty members are required to meet the standards set by SACS” (page 4). For each discipline/program, Hillsborough’s manual specifies the minimum faculty requirements and qualifying fields. For Speech (oral communication), a faculty member must have an earned master’s degree in speech or a master’s degree with at least 18 graduate semester hours in any combination of the qualifying fields. The manual then specifies the qualifying fields as communications, oratory, and speech. Obviously absent from this list of qualifying fields is English and theater.

If English and/or theater were acceptable qualifying fields, then communication faculty would also be qualified to teach English and/or theater courses too. However, this is not happening, nor is it

likely to happen. Ironically and inexplicably, however, English and theater faculty often teach oral communication classes. There is no question that English and theater and communication are separate disciplines. Each has their own professional associations, conventions, academic journals, lines of research, and so forth. Further, there is no shortage of fully qualified and properly credentialed communication graduates nationally, regionally, or in Alabama. P.9

* P.9 Hindawi Publishing Corporation, Education Research International
Volume 2011, Article ID 948138, 12 pages, doi:10.1155/2011/948138
Research Article, Critical Concerns for Oral Communication Education in Alabama and Beyond
Richard Emanuel Department of Communication, Alabama State University, Montgomery, AL
36104, USA

Recommendation of the ECC Academic Senate Course Management Task Force

After discussion of the California Online Education Initiative and in order to better meet the needs of our students, the ECC Academic Senate Course Management System Task Force, in consultation with Information Technology Services and the Distance Education Advisory Committee, recommends that El Camino College transition to Canvas as our designated course management system (CMS). The task force also recommends that certified distance education faculty be grandfathered in as certified to teach online using Canvas and that training and workshops in the application of Canvas be provided to all interested faculty throughout the transition period. The task force further recommends that the College consider various ways in which to provide technical and other support to faculty involved in migrating their courses from the current CMS to Canvas. Finally, the task force recommends that any monetary savings that may result from the transition to Canvas be used primarily to support the professional development needs of distance education faculty making the transition to the new CMS.

AP 4101 Independent Study

References:

Title 5 Sections 55230 et seq.

Note: *This procedure is **legally required**. Local practice may be inserted here, but must include the following:*

- Procedures for approval of independent study programs
- Academic standards for independent study that are the same as those applied to other credit courses or noncredit courses.
- Procedures for evaluation of student progress
- Access to the instructor at least equivalent to that commonly available to students in courses conducted by other instructional methods

Revised 9/05, 2/08

REVISED POLICY

Board Policy ~~4228~~ 4101

Independent Study

It is the policy of El Camino College to provide enhanced educational opportunities for students wishing to explore a subject area more fully by establishing an Independent Study program. Under the guidance of a supervising instructor qualified to teach in the specific subject area, students in Independent Study courses will complete projects that reflect scholarly or creative efforts of an advanced nature that go beyond the scope of a regular course. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study Course is being attempted.

~~Independent study projects must be approved by the supervising instructor and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses.~~

~~To be eligible for Independent Study, a student must be in good academic standing and~~

- ~~• Have completed at least 12 degree applicable units at El Camino College with a GPA of 3.0 or higher, and~~
- ~~• Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least two courses six degree applicable units in this discipline at El Camino College with a grade of B or higher, and~~
- ~~• Be concurrently enrolled in at least one other course at El Camino College.~~

~~Procedures for implementing this policy will be developed by the Superintendent/ President in collegial consultation with the Academic Senate.~~

Reference: CCR, Title 5, Section ~~55300~~ 55230 et seq.
ECCFT Contract Article X Section 19

El Camino College

Adopted: 8-21-06

Ed Policies Committee Readings: Nov. 2015, Feb. 2016, March 2016

Deans Council: April 2016

Academic Senate: First reading April 12, 2016

College Council

REVISED PROCEDURE

Administrative Procedure

4228 4101 Independent Study

Independent study projects must be approved by a supervising instructor qualified to teach in the specific subject area and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Access to the instructor is the same as that commonly available to students courses conducted by other instructional methods.

To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between the District and the ECC Federation of Teachers in effect at that time. In accordance with the Agreement, the Dean of the Division in which the Independent Study will be offered shall approve or disapprove each independent study request.

To be eligible for Independent Study, a student must be in good academic standing and

- Have completed at least 12 degree-applicable units at El Camino College;
- Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least six degree applicable units in this discipline at El Camino College with a GPA of 3.0 or higher in the discipline;
- Be concurrently enrolled in at least one other course at El Camino College.

Independent study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rule must be approved by the Dean of the Division of the student's academic major. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study course is being attempted.

The supervising instructor will scrutinize proposed projects for appropriate depth and rigor. Such projects might, for example, include a lengthy research study, an original production, or a comprehensive exam. The supervising instructor will provide appropriate orientation, guidance, and information regarding course content materials and services and will document progress toward project completion. The instructor will provide each Independent Study student with a consultation schedule for the semester. Procedures for evaluation of student progress will be the same as those applied to other courses in the discipline. Projects will be evaluated by the supervising instructor, and the basis for evaluation will be kept on file for at least one semester.

~~Each Independent Study project will normally be for one unit of credit, with a maximum of can~~ range from one to three units per semester; one unit of credit will be granted for 60 54 hours of work devoted toward the project. A student may earn a maximum of 6 units of Independent Study at El Camino College.

~~3. To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between the District and the ECC Federation of Teachers in effect at that time. In accordance with the Agreement, the Dean of the division in which the Independent Study will be offered shall approve or disapprove each course to be offered.~~

4. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Independent Study courses will be accepted by the college toward completion of an associate degree. ~~and shall be eligible for transfer credit by an institution of The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. California State University (CSU) accepts independent study units towards admission as elective units. Specific credit will be determined by CSU after admission. Students should be advised to see a counselor for details.~~

August 21, 2006

Ed Policies Committee Readings: Nov. 2015, Feb. 2016, March 2016

Deans Council: April 2016

Academic Senate: First reading April 19, 2016

College Council

El Camino College

Timeline for IEPI Framework Submission 2016

The following table details the timeline for review and local adoption of the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, a set of student achievement and institutional health and compliance measures mandated by state Education Code. College must or may establish one-year and six-year goal rates, depending on whether indicators are required or optional.

The Board of Governors approved several changes with the Year Two Indicators; these are detailed in the background section on page 2. *The deadline for submitting goals and publishing the framework of indicators on the El Camino College website is June 15, 2016.*

Task	Start Date	Deadline	Action/Outcome
Measure Selection & Goal Setting	03/28/16	03/31/16	
Scorecard released	03/30/16	03/30/16	
Develop supporting data for measures	03/28/16	03/30/16	Conduct for all measures
Propose measures & goals for each measure	03/30/16	03/31/16	College Choice options. 1-yr & 6-yr goals
Consultation Period	03/31/16	05/03/16	
Vice Presidents Preliminary Review	03/31/16	03/31/16	Select College Choice Measure; set tentative goals
Cabinet & College Council Review	04/04/16	04/04/16	Select College Choice Measure; set tentative goals
Student Success Advisory Committee	04/14/16	04/14/16	Review/Approval of Measures & Goals
Planning Summit Overview of IEPI	04/15/16	04/15/16	Informational Presentation
Planning & Budgeting Committee	04/21/16	04/21/16	Review/Approval of Measures & Goals
Academic Senate	05/03/16	05/03/16	Review/Approval of Measures & Goals
Approval Process & Data Entry	05/09/16	06/15/16	
Cabinet Final Review	05/09/16	05/09/16	Final Approval
Board Approval	05/16/16	05/16/16	Final Approval
Enter Approved Rates & Information	05/17/16	06/09/16	Rates entered & submitted
Certification Signed by President Maloney	06/09/16	06/13/16	Approval form signed & scanned
Post IEPI Portal Data to Website	06/13/16	06/15/16	Published

Background¹

In 2014, the California legislature established a system of indicators and goals that are intended to encourage improvement in institutional effectiveness at California community colleges. Pursuant to [Education Code section 84754.6](#), the Board of Governors (BOG) adopted the Framework of Indicators to measure the ongoing condition of a community college's operational environment.

As a condition of receipt of Student Success & Support Program (SSSP) funds, each college is required to develop, adopt and post a framework of indicators that address four major areas: 1) Student performance and outcomes, 2) Accreditation status, 3) Fiscal health, and 4) Compliance with state and federal guidelines. The Chancellor's Office has facilitated this process through its [Institutional Effectiveness Framework of Indicators](#) and [Indicator Portal](#).

Each college sets one-year and six-year goals for several required indicators, and may set goals for several optional indicators. Because these indicators are in line with our local [Institutional Effectiveness Outcomes \(BP 1200\)](#), the College and Center chose to adopt a number of optional goals in Year One of the framework.

In late 2015, The Board of Governors approved several changes for the Year Two Indicators. Under the District Indicators, two programmatic compliance metrics were added under Audit findings:

- State Compliance
- Federal Compliance.

Under College Indicators, changes include:

- Successful Course Completion Rate was changed *from annual to fall* to align with ACCJC data.
- A "College Choice" metric is now required, with colleges choosing from among existing rates for unprepared or basic skills students.
- Colleges have the new option to develop a unique (local) goal to support the effectiveness of their institution that is not already a part of the framework.

Institutional Research & Planning will assemble recent trend data for these rates and propose one-year and six-year goals for the consultation process. El Camino College and Compton Center will need to select a College Choice metric, review and approve new goals, and decide on Optional Goals, if desired. More information will be shared in a separate document.

¹ Some of the Background text is adapted from Chancellor's Office documents.

Proposed Indicators and Goals for IE Framework 2016 – El Camino Community College District

District Fiscal Viability Indicators

	Historical Rates					Goals		
	Required?	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Short-term Goal (2016-17)	Long-term Goal (2021-22)
1. Fund Balance	Required	21.5	20.3	20.0	16.7	16.0		
2. Salary and Benefits	Optional	88.8	88.0	88.3	88.6	89.3		
3. Annual Operating Excess/(Deficiency)	Optional	700,027	(2,307,429)	(347,924)	(2,904,432)	(186,644)		
4. Cash Balance	Optional	17,982,423	17,743,948	29,913,869	17,168,076	27,731,588		

District Programmatic Compliance with State and Federal Guidelines

	Required?	2014-2015	Short-term Goal (2016-17)	Long-term Goal (2021-22)
5. Audit Findings - Audit Opinion Financial Statement	Required	Yes	Yes	Yes
6. Audit Findings - State Compliance	Required	Yes	Yes	Yes
7. Audit Findings - Federal Award/Compliance	Required	No	Yes	Yes

College Accreditation Status Indicators

	Historical Rates					Goals		
	Required?	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Short-term Goal (2016-17)	Long-term Goal (2021-22)
19. Accreditation Status	Required	July 2010 FA-N Feb 2011 FA-N	July 2011 FA-N Feb 2012 FA-N	July 2012 FA-N Feb 2013 FA-W	July 2013 FA-W Feb 2014 FA-SR	July 2014 FA-N Feb 2015 FA-RA	FA-N	FA-N

College Fiscal Viability Indicators

	Historical Rates					Goals		
	Required?	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Short-term Goal (2016-17)	Long-term Goal (2021-22)
20. Full-Time Equivalent Students	Optional	20,488.3	19,231.2	19,122.6	19,409.3	20,111.9		

Accreditation Status Code

FA-N: Fully Accredited - No Action	FA-PT: Fully Accredited - Pending Termination
FA-RA: Fully Accredited - Reaffirmed	T: Accreditation Terminated (No longer used by the accrediting agency after July 2015)
FA-SR: Fully Accredited - Sanction Removed	WD: Accreditation Withdrawn
FA-SR/RA: Fully Accredited - Sanction Removed and Reaffirmed	FA-RS: Fully Accredited - Restoration
FA-W: Fully Accredited - Warning	IA: Initial Accreditation
FA-P: Fully Accredited - Probation	RE-AP: Re-Application for Accreditation
FA-SC: Fully Accredited - Show Cause	

Definitions

1. Fund Balance (Required)

Ending unrestricted general fund balance as a percentage of total expenditures

2. Salary and Benefits (Optional)

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

3. Annual Operating Excess/(Deficiency) (Optional)

Net increase or decrease in general fund balance

4. Cash Balance (Optional)

Unrestricted and restricted general fund cash balance, excluding investments

5. Audit Findings - Audit Opinion Financial Statement (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

6. Audit Findings - State Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

7. Audit Findings - Federal Award/Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

19. Accreditation Status (Required)

ACCJC accreditation status

20. Full-Time Equivalent Students (Optional)

Annual number of full-time equivalent students