



# Academic Senate of El Camino College 2015-2016

April 5, 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 Clowers**

### 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 5, 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 (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays/12:30-2pm)

### FALL 2015

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

### SPRING 2016

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

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

### FALL 2015

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

### SPRING 2016

|                        |            |
|------------------------|------------|
| January 21 (if needed) | Board Room |
| February 4             | Board Room |
| February 18            | Board Room |
| March 3                | Board Room |
| March 24               | Board Room |
| April 7                | Board Room |
| April 21               |            |
| 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<br>Russell Serr            | 2 <sup>nd</sup> & 4 <sup>th</sup> 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 <sup>st</sup> & 3 <sup>rd</sup> Thurs | 1:00-2:00   | CEC Board Room         |
| Compton Faculty Council       | Paul Flor                              | 1 <sup>st</sup> & 3 <sup>rd</sup> Thurs | 1:00-2:00   | CEC Board Room         |
| Curriculum Committee          | Allison Carr, Chair                    | 2 <sup>nd</sup> & 4 <sup>th</sup> Tues  | 2:30-4:30   | Admin 131              |
| Educational Policies Comm.    | Chris Gold                             | 2 <sup>nd</sup> & 4 <sup>th</sup> Tues  | 1:00-2:00   | Admin 127              |
| Faculty Development Comm.     | Kristie Daniel-DiGregorio              | 2 <sup>nd</sup> & 4 <sup>th</sup> Tues  | 1:00-2:00   | West. Library Basement |

## Committees

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

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



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| <b>E. UNFINISHED BUSINESS</b>       | <b>A. BP/AP 3710 – Securing of Copyright – Chris Gold</b><br>BP/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. |              |
| <b>F. NEW BUSINESS</b>              |  |              |



# ACADEMIC SENATE ATTENDANCE

March 22, 2016

## Adjunct (1 year)

Dustin Black XX

Karl Striepe XX

## Behavioral & Social Sciences

Daniel Walker

Christina Gold XX

Kristie Daniel-DiGregorio XX

Lance Widman XX

Michael Wynn XX

## Business

Phillip Lau XX

Josh Troesh XX

Nic McGrue XX

Kurt Hull XX

## Counseling

Yamonte Cooper

Chris Jeffries XX

Rene Lozano

## Fine Arts

Ali Ahmadpour XX

Chris Wells XX

Russell McMillin

Vince Palacios

Daniel Berney

## Health Sciences & Athletics

Russell Serr XX

Robert Uphoff

Andrew Alvillar XX

Tracy Granger XX

Colleen McFaul XX

## Humanities

Rose Ann Cerofeci XX

Christina Nagao XX

Barbara Jaffe XX

Ashley Gallagher

Pete Marcoux XX

## Industry & Technology

Patty Gebert XX

Ross Durand

Mark Fields XX

Tim Muckey

Merriel Winfree XX

Lee MacPherson XX

Jack Selph

Ed Matykiewicz XX

## Learning Resources Unit

Moon Ichinaga XX

Claudia Striepe XX

## Mathematical Sciences

Zachary Marks

Jasmine Ng XX

Megan Granich XX

Matthew Mata XX

Ben Mitchell XX

## Natural Sciences

Sara Di Fiori XX

Miguel Jimenez XX

Anne Valle

Mohamad Abbani XX

Ryan Turner XX

## Academic Affairs & SCA

Jean Shankweiler

Karen Lam

Jeanie Nishime

Karen Whitney

## Assoc. Students Org.

Brianna Thomas

Stephanie Pedrahita

## Compton Education Center

Estina Pratt

Chris Halligan XX

Essie French-Preston

Paul Flor

Vacant

## Division Personnel

Connie Fitzsimons

## Ex-Officio Positions

Ken Key (ECCFT)

Nina Velasquez (ECCFT)

## Curriculum Chair

Allison Carr XX

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

Amy Grant XX

Carolyn Pineda XX

## ACADEMIC SENATE MINUTES

March 22, 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 to order on February 2, 2016 at 12:39 p.m.

### **2. APPROVAL OF MINUTES**

See pgs. 6-10 of packet for minutes of the March 1 meeting. Minutes approved as amended.

### **3. OFFICER REPORTS**

#### **A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 11-13)**

CS: President Maloney addressed campus safety in her recent newsletter. Dr. Higdon spoke about securing offices, door locks, etc. Improvements will start with new buildings. We hope to set the scene for the Board of Trustees pursuing the OER. Students take fewer courses because of the material cost. This legislation reduces cost. Mark Fields will speak to this. CJ: It's cheaper to go to the UC with fee waivers because of open resources. My kids buy all of their books on Amazon, and send them back at the end of the semester. CS: We could adopt a resolution. The deadline is June 30<sup>th</sup>. M. Fields: I went to the LAX meeting with Cal State faculty senators to learn about adopting free online textbooks. None are offered in my field. The funding is a minimum of \$10,000 per section to adopt free resources. We have to make the adoptions in the next two semesters. We can spend the money to have Professional Development pay a stipend on how to do this in our class. A minimum of ten sections must agree. I'm willing to be the point person. We must pass a resolution to start it. Students don't need computer access, but it's best if they have it, and that's the cheapest option too. C. Wells: Is there another process for online open source textbooks? M. Fields: If it meets C-ID standards it works. But they want us to use the money wisely. CJ: Dr. Shankweiler mentioned that it would be easy to write the grant, and that we could supply special assignments. Mark, could you liaise with student bodies? M. Fields: My dissertation is on online learning. Yes, I will liaise with ASO. CS: What's the feeling on trying it out? Is anyone against it? P. Marcoux: It's a lot of work to change it. 20 Million Minds came and spoke. M. Fields: There is MyMathlab, etc. and a bunch of free public ones. C. Gold: My concern is the quality of materials. Some history books were awful. Please emphasize in the language that we want high quality materials. CS: How could we gauge that? C. Wells: The Western States Association hosted breakout sessions on the quality of textbooks. We could have a discipline specific group. A. Ahmadpour: I think it's a departmental thing. They can make a decision. M. Fields: There is a lot of algebra, other math, and accounting books that are already C-ID approved, meaning someone looked at them. And there are peer reviews you can look at. M. Winfree: Any books for VocEd? M. Fields: None. CS: should we go speak to departments? M. Fields: I'd like to gauge faculty interest campus wide via email. C. Wells: There's no downside to passing a resolution. CJ: It will be in the packet for a first reading next time.

#### **B. VP – Compton Education Center – Paul Flor**

C. Halligan: Accreditation is moving along, as you know. We hope to have something for them June 30. Things are going well. We just came back from break. FCMAT visits are coming up as we go through

the accreditation process, and through the internal mechanisms we learn what's wrong. But I've always taken their reports with a grain of salt.

### **C. Chair – Curriculum – Allison Carr (pgs. 14-17)**

A. Carr: The minutes in the packet reflect the Feb. 9 meeting, and March 8 materials are included for you. Please see slides for the full list of course and program reviews. We had a light course review. The standard review is also light. Also the high school articulation agreements are ready for specific courses. It was a light agenda and meeting. You're always welcome to join us.

### **D. VP – Educational Policies –Chris Gold (pg. 18)**

Under unfinished business, the intellectual property wording in BP/AP 3710 has gone back to the Deans and will be back by the end of the semester.

### **E. VP – Faculty Development – Kristie Daniel –DiGregorio (KDD) (pgs. 19-25)**

Dr. Maloney address campus safety matters in her newsletter. FDC's concerns are shown on this slide. FDC is busy addressing these issues. We're doing our best to respond to colleagues who want specific advise. Chief Trevis will facilitate a workshop on campus safety with Professor Durand on April 21, at 1:00. The location will be announced soon. The other program is mental health first aid training. Flex credit is available. There is a lot of interest on campus for this. We want to refer people more effectively. We'll also send out a newsletter on campus safety, describing COGNITO (an online resource), CERT training, active shooter trainings, etc. FDC wants people to know what's happening on campus. The other thing is a workshop, sponsored by new faculty helping new colleagues that are earning tenure to get involved on campus, workshops, seminars, and curriculum development opportunities, to be held on Thursday, April 14. Flex credit is available. We're sending information out soon. A. Ahmadpour: We never had a dialogue about the context of these issues, like black life matters, and police brutality. We owe it to students to host a free forum to discuss the context. KDD: We're trying to do this with mental health first aid; it's proactive. A. Ahmadpour: We also need a discussion. CS: You could ask Chief Trevis, ahead of time.

### **F. VP – Finance – Lance Widman (pgs. 26-28)**

No report.

### **G. VP – Academic Technology – Pete Marcoux (pgs. 29 - 34)**

P. Marcoux: In your packet on p. 29 – 30 you'll see two upcoming forums on OEI, one on the Compton campus and one here on March 31 in the Alondra room. A lot of our work has been done for us. We want to hear from the people who want to stay with Etudes. Also, Carolyn , Robin Dreizler and I made a survey for local high schools to see what they are doing with technology. I taught with Chromebooks and Roseanne is also doing so this semester. You can see their faces. We piloted with Chromebooks with students because of a grant from the foundation.



After our forums the subcommittee will meet again. See canvas information on the links, and in the Powerpoint on the foothill site. DEAC has also sent a survey too. Over spring break.

#### **H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO’s Update – Russell Serr (pgs.35)**

The assessment process is good. We’re implementing actions, and our communication ILO is put off until Fall. Regarding the critical thinking ILO, we’ll meet in April and share the results. Over forty faculty already turned in section numbers. At our last meeting we talked about the PLO assessment, and data management. The ACCJC put on a workshop. Our process is basically what everyone recommends. We’re doing good. Our specific questions weren’t answered. Our completion rates are 93% now. Trakdat training dates are coming up. There’s a workshop about quality statements, and disaggregating data. The workload is enormous. We are meeting recommendations. We do it for the ILO, and on the Program level and (some) SLO level. We’re exploring possibilities. Regarding program review, we looked at templates and schedule. We don’t want to overwhelm you, but some great things have come out of program review. We’ve met with every division. Administrative Justice has new technology, and is growing and staying current. Some of their Ed programs are unique to the college. They are cutting-edge. Their newest program is digital crimes. Retention rates are high. They have digital cameras. Their program review really helped them get what they needed to grow, like patrol car simulators. Their needs are keeping up with the times. And architecture also has amazing facilities, such as lecture computer stations, a new building, etc. They teach classic drawing and environmental technology. They have a number of degrees and certificates.

#### **4. SPECIAL COMMITTEE REPORTS**

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

MaryBeth Barrios: At the VP’s meeting for Area Plan Organization. March madness is upon us and March 31 is the deadline for new students to register and meet priority. We have information events to facilitate the process for outreach. Students can make Ed plans as drop-ins, no appointment necessary. It will be catered. Ed plan completions means you get a free burger. The following week, on April 4, will be another event that include department visits. More counseling fairs will be advertised here. Students need a copy of their transcripts, if they are from other schools, but ECC transcripts will be available. CJ: thank you Marybeth for spearheading this.

#### **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 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 4/5/16 meeting. (pgs. 36 - 40)**

CS: Stacy Allen was nominated to replace Kristie as the new VP of Faculty Development. She will also serve as a senate representative, and Daniel Walker has agreed to be replaced by Stacey. KDD: She’s a

great choice. She recommended Mediha Din for the Adjunct Faculty Award. She's advisor for the Sociology Club. She's very skilled and gifted.

## **6. NEW BUSINESS**

A. BP/AP 5050 – Student Success Support Program – C. Jeffries – This board policy revises the old Matriculation policy. The procedure is new, but was designed to replace BP 5506 – ECC Student Rights & Responsibilities. All three have been included in the packet as an information item only. A Senate vote is not required.

## **7. INFORMATION ITEMS –DISCUSSION**

### **A. Linda Gallucci & Yun Chu – update on Hobson's Early Alert (Starfish)**

L. Gallucci and Sabra Savio are part of the EPI through state. And Linda Clowers is from the Academic Affairs office. L. Gallucci: Yun can't join us today because of a double booking. Starfish will be faculty driven. Counselors and service providers have been meeting with the vendor to check all data. We have faculty, staff, managers and student services at the same table every week, talking to each other. We're cleaning data up. S. Savio: The Chancellor's Office submitted a proposal to cc's about who wants to be a pilot. We wanted to be a pilot. It was degree audit system. The districts right now include thirteen colleges, eleven of which are Datatel schools. Since 2014, we've been meeting and talking about a comprehensive degree audit system. When we went with the vendor, we had early alert. Hobson's was chosen. On our campus, we were buying a system. The Ed planning piece is where students can also plan courses. They will have kudos, surveys, and flags. The second phase is the Ed planning degree audit piece. L. Clowers: We're starting with early alert, so students know, that we know, when students hit a difficulty. It is a way to build a connection network. Participation is optional, but instructors can raise flags or give kudos when appropriate. Counseling would receive those notifications. You can add notes, or clear flags. Students receive the notification and can contact appropriate support offices. If you participate, you can support a student who has been identified and keep them on track to meet educational goals. We're doing a beta testing in a 6-week session, using some basic skills classes at both campuses. We sent out the welcome email to folks. L. Gallucci: We hope to meet faculty at both schools, and provide a brief intro with a hands-on training. Also we can involve counselors. The pilot faculty have not been 100% selected. Look at it and talk with faculty. Get some info to your deans. And then to Dipte Patel. R. Cerofeci: Regarding the faculty counselor connection, is there communication that way? L. Gallucci: We don't know yet. L. Clowers: In beta testing, we'll find out what's most useful. C. Gold: Once you move beyond beta, what about progress reports? L. Gallucci: It's almost all automated. And you can create a prewritten response. C. Gold: The advantage of doing it through Starfish is that it goes to counselors and support services. Linda Clowers: Each student has their own file. You can check off any student, and treat them as a group. We want to know the default notes too. P. Marcoux: There's a five minute video on Youtube. C. Nagao: how is the student notified? Students don't check their email. S. DiFiori: Students can "opt-in" for texting. J. Troesh: If the CMS is integrated, once I put grades in gradebook, can any student get this message? L. Clowers: If you sort or filter by score it is batched and automated. There is some logic behind this system to be able to set up certain populations. CJ: I'm hoping that administration is purchasing the whole product, and not just pieces. It won't work without full buy in. L. Gallucci: There are different products. We're rolling it out slowly, and we didn't want to beta test. M. Ichinaga: Is it web based, or local? CJ: It's on the portal. M it independently web based. L. Clowers: It's a single sign on.

**B. CJ. P. 36 – 40, This BP revises the old matriculation policy, updated to reflect new language. See p. 37. They deleted BP. 5506 because that was incorporated for new procedures.**

C. Gold: We should be voting on this. Student success and support, and Ed policy, firmly fall under 10+  
1. CJ: I was surprised it was already under the agenda. C. Gold: In the future keep an eye on the board.

## **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

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

## **9. PUBLIC COMMENT**

## **10. ADJOURN**

The meeting adjourned at 1:58.pm  
SD/ECC Spring16

## EL CAMINO COLLEGE

## Office of the President

Minutes of the College Council Meeting – March 7, 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: Ann Garten, Vishu Gupta, Chris Halligan, Jo Ann Higdon, Chris Jeffries, President Maloney, Jeanie Nishime, Susan Pickens, Susana Prieto, Jean Shankweiler, Luukia Smith, Claudia Striepe.

Guest: David Mc Patchell.

1. Minutes – February 29, 2016 minutes were approved as presented.
2. Aspen Prize for Community College Excellence – The application has been submitted. Aspen convenes a “Finalist Selection Committee” to review the applications and select the 10 finalist institutions. There will be two-day site visits to each of the finalist institutions.
3. Campus Safety Plans – The following safety measures are in place and/or under discussion.
  - a) Nixle Alert System is in place but we need to continually expand the number of students, faculty and staff who are using the system. It was requested that faculty encourage their students to sign up.
  - b) “Code Blue” phones are directly linked to the ECC Police Department. Two of these phones are currently equipped with a loud speaker. We are researching the ability to retrofit other blue phones with speakers. These phones are tested monthly. Some of the phones have been taken offline due to construction activity in the area. These phones are being identified and signage will indicate where the next nearest phone is located.
  - c) Classroom safety and locking doors is being discussed. It was reported that there may be an option that would allow doors to be locked without replacing the doors. Jo Ann will report back on this at our next meeting.
  - d) Depending on the circumstances, sheltering in place may not always be the best option in the event of an emergency. That being said, it is important to practice this safety strategy. Therefore, a shelter in place drill will be scheduled.
  - e) Cisco phones are tested from one to two times a year. It was reported that when the “911” button is pressed the location of the phone is transmitted to Campus Police.
  - f) Communication – It was noted that there will be a regular column in *ECC Matters* that addresses campus safety measures and updates. A link to this column will be included in the President’s Newsletter. The Campus Police webpage will be updated to include safety information.

- g) Library Learning Resources will contact Campus Police to schedule a meeting to discuss safety procedures specific to their area due to the many exits and entrances.
4. ECC Website – Campus Committees Webpage.
    - a) It was determined that auxiliary Committee minutes and agendas will not be designated as private.
    - b) All Campus Committees minutes and agendas will now be posted on the ECC website.
    - c) It was noted that there are broken links and some links go to a “word press” document. Susan will work with Public Relations to correct these issues.
    - d) It was reported that there are committees whose information is out of date. There is currently no process and/or procedure for updates in place.
  5. Compton Center Website – It was reported that one of the goals at the Center is to post all agendas on their website. It was noted that there is limited posting of minutes and agendas due to the lack of training on the new OmniUpdate Campus System.
  6. OmniUpdate Campus System - Linda Beam and Lisa Mednick will be coordinating employee training on the new system for both ECC and CEC. Dr. Curry is in contact on the needs for Compton Center and working with a consultant to bring the website up to date.
  7. ECC’s first “Counselor Collaborative” is on Friday, March 11<sup>th</sup> and 125 Middle Schools have RSVP’d.
  8. Academic Achievement awards and Presidential Scholar applications have gone out.
  9. President Maloney proposed that College Council change from a weekly schedule to a bi-monthly schedule. This will be discussed again next week.



**NOTES – ENROLLMENT MANAGEMENT**  
**February 25, 2016**

Present: J. Anaya, L. Clowers, S. DiFiori, R. Dreizler, W. Garcia, E. Geraghty, G. Miranda, D. Mussaw, J. Nishime, J. Rosales, J. Shankweiler

Other Guests: C. Striepe (for C. Jeffries)

**I. INFORMATION**

- A. Notes of 1/28/2016 reviewed and approved with the following revisions:  
IIA: “R. Dreizler plans to filter through some of his data to sort out duplicate **school** names.”

**II. DISCUSSION/ACTION**

- A. Review Enrollment Management Pipeline: J. Nishime provided an update:  
J. Nishime reported attending a presentation by Pamela Cox-Otto, who emphasized that ECC needs to measure effectiveness at every step (referred to Enrollment Pipeline handout).

Timeline from application to ed plan: Need to measure to know which CCC Apply applications are truly intended for El Camino College. J. Nishime shared a story about a student that was given the wrong information about multiple processes, and although the student was pleased with customer service at ECC, she only reached the appropriate destination because of her persistence; many students would have given up. There are a lot of leaks in the pipeline; if students are not persistent, they are likely to go to another school that is easier to navigate. J. Nishime noted that the Admissions phone number should be changed to Outreach, and that every phone call should be treated as a potential recruit; calls should be answered with a script, and the collected information should be passed on to Outreach for a follow-up. Members discussed that when students are shopping around, students want to know that they will get a full refund, but more importantly, faculty need to be welcoming, as they have the biggest impact in this phase. Members agreed that ECC needs to send encouraging, personalized messages to connect with students (e.g. “Let us know how we can help you complete your AS degree!”), and noted that some faculty syllabi are loaded with negative and punitive language. Members agreed that the Concurrent Enrollment process is too time-consuming; students should be allowed to add 6 courses on the form, but still be limited to *taking* only six units.

J. Nishime noted that this committee will eventually break off into focus groups. ECC is considering hiring a consultant to assist with leaky processes. The committee will not wait to get started, as they have already identified four processes that can be improved now.

- B. Strategies from Enrollment Plan: J. Nishime and J. Shankweiler provided an update:  
President Maloney is very interested in enrollment management. FTES is at 19139, so FTES from summer (first 6 week and 8 week) will be borrowed; this is not sustainable.

The College may need to go into stabilization. \$3-6 million could be lost if the 2018-19 goal is not met.

J. Shankweiler noted that President Maloney had suggested some strategy ideas; six of which the committee had already discussed. She would like an enrollment management plan for the April board meeting.

The VPs assigned the following tasks to committee members (and others) in a lead capacity to identify the problems (e.g. If we want to offer more online classes, we need to identify in which areas and need to train faculty):

- Robin Dreizler and Tiffany Miller – Expand Dual Enrollment
- Gloria Miranda and Linda Clowers – Online offerings
- Phil Sutton – Expand partnerships with businesses
- Jose Anaya – Design Adult Ed
- William Garcia – South Bay Promise
- Jeanie Nishime – Analysis of student experiences and redesign of processes using completion by design framework
- Kristie Daniel-DiGregorio – Application of RP Group “Student support (re)defined concepts
- Kristie Daniel-DiGregorio, Sara DiFiori, and Elise Geraghty – Best Practices

In the next few weeks, leads are to figure out what and when they will work on to address the strategy in the next three years – due by 3/14/2016 to VP/AA. Members suggested utilizing Early Alert Starfish, placing boxes all over campus requesting student feedback, and/or an ultra-easy online survey. E. Geraghty volunteered to help change the lengthy emails that are sent out to students after applications are submitted. J. Nishime agreed that emails could be changed by fall.

### **III. NEXT MEETING**

3/24/2016

1:00 – 2:00 p.m.

Lib 202

**A proposed Resolution to support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students.           Template**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, Many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; and

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER);

Resolved, That the **Academic Senate of El Camino College** support efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students.

April 2016



# 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](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



# It Takes a Village: Campus Safety and Security

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“El Camino College makes a positive difference in people’s lives.”  
—ECC Mission Statement

Currently, several teams are working on initiatives to positively impact safety and security on our campus. The programs listed below provide a variety of training opportunities including short-term, self-paced, and in-depth programs. We invite you to choose one that fits your interests and availability so you can help contribute to the safety and security of our “village.”



## Effective Responses to an Active Shooter

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

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*More than 330 ECC faculty and staff have attended this training.*

Even if you've already attended one of the 35 trainings that Chief Michael Travis has conducted on Active Shooter readiness, this workshop will give you more in-depth, hands-on experience to deal with a serious situation should the need ever arise. You will have the opportunity to problem-solve emergency scenarios, practice implementing “run, hide, fight” strategies, and consider proactive approaches to use in the classroom. Chief Trevis and Professor Ross Durand (I&T) will facilitate this workshop. To register, go to [Professional Development Reporter](#).

## Mental Health First Aid Training

Friday, May 6, 7:30 am-5:00 pm (8 hours flex credit)

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*By summer 2016, more than 100 ECC students, faculty and staff will have completed this certification.*

Like regular First Aid or CPR, this data-driven approach focuses on assisting someone who is developing a mental health problem or experiencing a mental health crisis. The training is provided by L.A. County Department of Mental Health and uses role-playing and simulations to equip attendees to recognize and respond to the warning signs of specific illnesses. The May training is available to faculty and student leaders. Contact Michelle Arthur at x6755 or [marthur@elcamino.edu](mailto:marthur@elcamino.edu) to register. Visit [Mental Health First Aid](#) for more information about the training.

## ECC Community Emergency Response Team (C-CERT)

*By the end of spring semester 2016, more than 30 faculty & staff will have completed C-CERT training.*

C-CERT training focuses on basic disaster response skills. The training -- six four-hour sessions spread over six weeks -- covers basic skills such as first aid safety, disaster medical operations, light search and rescue, team organization and more. The goal is to train all employees in emergency operations on campus. The next training is scheduled to begin June 2016. For more information, contact Valerie Wagner in the Office of Health and Safety at x3156 or [vwagner@elcamino.edu](mailto:vwagner@elcamino.edu).

## Additional Resources

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**Kognito** offers six online, self-paced, interactive and research-proven training simulations on best practices for supporting students who struggle with psychological distress, LGBTQ students who are experiencing harassment or exclusion, and veterans having difficulty adjusting to college life. A maximum of two hours of flex credit are available and a certificate of completion is available upon completing each module. For more information, visit the [Kognito website](#) and the college's [list of approved flex activities](#).

**AIMS** (Assessment, Intervention, and Management of Safety) is a multidisciplinary campus team that guides the campus in effectively assessing and addressing worrisome student behaviors, with the goal of intervening before behaviors reach a critical level. Visit the [AIMS website](#) for more information including resources, training opportunities and a referral form.

**Identify, Respond & Connect** is a monthly forum facilitated by Jan Schaeffer, Ph.D. (ECC Clinical Psychologist and AIMS co-chair). Learn strategies to effectively manage students who have personal concerns and/or behavioral difficulties. The next forum will be Tuesday, April 26<sup>th</sup>, 1-2 pm in the Decathlon Room (one hour of flex credit).

**Nixle** allows ECC to send important emergency information directly to students via cell phone text message. There's no charge for the service, though regular data and message fees may apply. For instructions on how to register, visit the [Campus Police website](#).

**Classroom Safety Presentations** are available for your class, office, club, committee or any other function. Contact Officer Jan Caldwell at [jcaldwell@elcamino.edu](mailto:jcaldwell@elcamino.edu) or 310-660-3100.

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Information provided by your

### Academic Senate Faculty Development Committee

Stacey Allen (Sociology), Florence Baker (History), Dustin Black (History), Kristie Daniel-DiGregorio (Human Development), Ross Durand (Construction Technology), Diaa Eldanaf (Mathematics), Briita Halonen (English), Sheryl Kunisaki (Learning Resources), Sumino Otsuji (English), Margaret Steinberg (Life Science), Lisa Mednick Takami (Professional Development), Evelyn Uyemura (English), and Andree Valdry (Library, Compton).



# 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>