

Humanities & Math
Division Meeting Minutes
October 20, 2015 1:00 p.m., D 32

In attendance:

A Abbassi	J. Allen	A. Cortez-Perez
J. Crozier	Dr. R. Ekimyan	C. Halligan
C. Hobbs	A. Jimenez	D. Juarez
S. Lazar	G. Manikandan	J. Martinez
D. Maruyama	J. Mediza	T. Norton
M. Ornelas	E. Pratt	L. Rios
Dr. D. Roach	Dr. R. Roach	Dr. M. Roeun
Dr. C. Subramaniam	A. Tatlilioglu	M. Tavakkoli
A. Valdry	G. Valle	N. Williams
Dr. V. Woodward	R. Zambrano	

Guests: M. Hernandez

Meeting was called to order by Dr. Donald Roach, Division Chairperson

I. Information Items

A. SLO/PLO Assignments for Fall 2015 by Dalia Juarez

I am available to help you with any assistance you need in inputting your information into TracDat. Amber and Kendahl also offer workshops, but as always, feel free to contact me and let me know what dates and times work for you and I will make myself available. You should have received a hand out with the workshop dates and Chelvi has sent out an email with those dates.

B. Incomplete SLO's by Chelvi Subramaniam, assisted by Dalia Juarez

Chelvi - There were several spring assessments that were not completed.

Dalia - We were scheduled to assess 40 SLO's in the spring and a total of 37 were actually assessed. That is a good completion rate for our division and the three SLO that were not assessed (no information whatsoever) I know two were Math courses for sure.

Chelvi - We are now in the process of working on the fall assessments so we need to get the spring assessments completed ASAP. The numbers have to look better. Division 1 and 2 are not looking exceptionally well. So for those of you who have still not completed your assessments or are having difficulty with them, please contact Dalia and work on getting them done as a number one priority now. It is going to affect our SLO component for accreditation also.

Dalia - As a reminder to those of you who are leading an assessment this semester (fall) one of the things you will be asked to do is not just input the data, but also write a narrative that refers back to the strategy (follow up) that you suggested a year ago. So your follow up regarding course curriculum changes is now going to have to be accounted for in your report.

C. Basic Skills/Student Equity by Chelvi Subramaniam and Albert Jimenez

Chelvi - You have the 5 page handout. Look at the first page and this is the breakdown on the college institutional research has pulled together criteria about our population. We talked about it during our FLEX day, remember, the student equity retreat with the SSSP retreat. We had different categories we had to fulfill so that we can improve our access transfer completion and so forth. For us to look at how we can improve those categories we have to look at our population which is broken down by ethnicity. So if you look on the first page, it is relating our student population to our basic skills courses. Believe it or not this is where we are. This is our area, basic skills falls into Math and English, so we have to pay close attention to these pieces of information. So the data we received is data from 2008 on; students that were enrolled from 2008 to now. If you look at the first section, the ethnicity is Asian, African American, Latinos and so forth. Look under basic skills Math and basic skills English. Look at the number of African American students and the basic skills Math, who entered in 2008 - 574. And the count for the ones who completed the basic skills series was 97 students. Look at English, the African American population - 518 started and only 126 completed. Based on these rates the numbers really don't look good for us. So if you look at the disproportionate impacted groups, it's African Americans and also Pacific Islanders. We don't have a lot of Pacific Islanders, but if you look at the ratio, the percentage, it still looks like they are not being successful - they are not completing. So these are the two target groups we really need to focus on. If we start helping these two groups, guess what - we're also helping the rest of the groups with our strategies and different offerings.

Here are the numbers for fall 2014. I want you to take the second sheet and I have circled some basic skills courses fall under English and on the back page some of the basic skills courses fall under math. Look at the success rates of these courses. For English 80, the success rate is 56. For English 82, 65. Going down to B, 55; C, 62 and so forth. Going to the Math courses on the back page, it's 50, 63, 35 and 41. We got to figure out what we are doing or not doing that is not helping our students move down the pipeline. Don't tell me the students are unprepared. We know that. We need to be doing something different. Now, as some of you may know, we have not been successful in utilizing the in-class tutors to their maximum. We see them there sitting in the back of the class. We haven't been able to coordinate how we are going to work them into the scheme of the class. We talked about it at FLEX and we have two individuals who are working hand in hand with English A and English B

instructors. These guys have developed a structure that seems to be working well and we have scheduled two workshops in November where they will present what they have done and how they went about making this connection within the in-class tutoring and the course curriculum. Once we see that this structure is working, we can ask for funding to have the in-class tutor there for both classes.

Albert - We're in the process of writing our new equity plan which is actually due in December, so what is happening next Monday with our equity committee is that we are trying to approve our funding request form, and once it is approved, Barbara will send out the form with the guidelines specifically stating what the funds can be used for. Chelvi and Barbara really want us to create activities related to improving instruction.

Chelvi - We will send out the proposal document. Please don't take too long to come up with some unique plans, do some research and see what's happening elsewhere. Albert can send you some links to some other student equity plans so you can see what others are doing and piggy back off of their proposals.

D. PRP duties, evaluations and placement for success summit by Chelvi Subramaniam

Chelvi - Ok, so let's start with evaluations. The full-timers have all received the schedule for who your evaluators are, and I have already placed my time on that schedule as I have over 14 faculty to evaluate this semester alone. Many of you have already submitted your portfolios as the due date was yesterday. One of you expressed your thanks that I've given ample time by starting this process early. So portfolios were due yesterday the 19th, don't forget the faculty survey form. If you are on a committee, that committee chair may not know you are due for an evaluation. You need to take that form to the individual. Do not forget to state the name of the committee you are on. Have them send it back to my office or bring it back to my office yourself.

Are there any questions on the evaluation process? I'm also scheduling the final summary evaluation in the month of November so please be understanding and flexible regarding those committee meetings.

Now the next subject is PRP due date. This is Program Review Planning that started in TracDat last year. The only thing we have entered so far is the yearly planning part. We now have to go back and enter the information from our program review into those categories that appear in the PR part of the TracDat. Most of you are leads for different areas. I have already sent an email that lets you know the three workshop dates that I am offering myself. Please respond and let me know which dates you are available. There are 3 hours blocks that are being provided.

Now onto the placement summit which is to help us figure out common assessment. It is on October 30th. The summit will report back what the state

team has come up with to implement a common assessment which will go into effect spring 2017. All California colleges will use one assessment and it must be accompanied by multiple measures.

II. Discussion / Action Items

A. SLO Progress Reports

1. Chris Halligan - AS1 and AS60 - I am very happy to report that I have had absolutely nothing this semester. I cannot believe that it is already midterms. This is actually on my to do list for this week to get in touch with my people and get the ball rolling.
2. Liza Rios - COMS 1, 3 and 12 - Had to leave to teach class.
3. Valerie Woodward - English 15A - I met with the faculty who is teaching 15A and we decided that we would wait until the second to the last project of the semester and report on that.
4. Ruth Roach - English 1B - An email went out to all 1B faculty with last year's reports, assignment sheets and a fill in form. It is happening the last month of the semester. Email to be distributed to discuss the week after semester ends.
5. David Maruyama - English 1C - All faculty have been emailed and I have requested a discussion group. I will be sending the form sometime next month which they will fill out and provide feedback.
6. Jose Bernaudo - English 82 - Not in attendance.
7. Thomas Norton - English B - I am not teaching English B this semester, but I am the lead. We have an article we can use for the assessment. Trying to get everyone together for discussion.
8. Judith Crozier - English C - We met twice and have the assessment set which will be right before Thanksgiving.

9. Jose Martinez - Math 110 - I am the only instructor for that class and I plan to assess in November.

10. Joe Mediza - Math 180 and 190 - I have the question for Math 190 so I will administer it next week Thursday, but I do not have the question for Math 180. Don Roach - I will send it to you.

11. Miguel Ornelas - Math 33 and 43 - Sent email to instructors and both have responded that they will get me the results by the first week of December. I will follow up as the deadline gets closer.

12. Albert Jimenez - TUTR 200 - Left meeting early.

III. Other items

- A. Conference Committee Report - Chris Halligan - I have a report from the Health, Safety and Parking Committee. Thank you so much for your participation in the earthquake drill - it went off without a hitch. You were all safe, I am happy to say. Apologies for the parking situation during the transfer fair two weeks ago. There was some miscommunication which has been addressed on the committee and hopefully there will be more people directing traffic so that those who work here are not inconvenience. I will bring up to the committee the suggestion of an email notification.**

Meeting adjourned.

Humanities
Division Meeting Minutes
April 14, 2015 1:00 p.m., D 32

Meeting was called to order by Dr. Chelvi Subramaniam, Dean of Student Success at 1:00 p.m.

In attendance:

**J. Bernaudo
Dr. R. Ekimyan
L. Gras
M. Hernandez
T. Norton
Dr. R. Roach
Dr. V. Woodward**

**A. Cortez-Perez
M. Estrada
C. Halligan
D. Juarez
L. Rios
Dr. C. Subramaniam**

**J. Crozier
A. Gillis
J. Hill
S. Lazar
Dr. D. Roach
N. Williams**

Guests: M. Herrera, J. Lopez, H. Schumacher

I. Information Items

A. Tutr 200 Update: Presented by Dr. Chelvi Subramaniam

There are only three weeks left of the Spring 2015 Semester. Encourage students meeting requirements to get involved in the Tutoring Program.

1. Discussion – L. Gras – Is the grading minimum strict? Per Dr. Subramaniam, student should have completed English 84. If you have confidence in their mastery of skills, please encourage them to apply.

2. Discussion – Dr. V. Woodward – What does it pay? Per Dr. Subramaniam, tutors are paid on average \$10.00 - \$12.00 per hour depending on the program, however, for SI, pay is a little more.

B. Dr. Subramaniam discussed alteration of agenda items and moved forward into Planning Summit Information.

Achievement measures on Institutional Effectiveness Outcomes. Concerted effort needed to bring numbers up. Numbers are from 2012 baseline. Current numbers from April 20, 2014 are still pending. Get on target with goal numbers for 2019/2020.

1. Discussion – C. Halligan – Is the Student Success Center prepared to take on approximately 50% more students? Per Dr. Subramaniam, yes, the Student Success Center is prepared. We are currently in the process of

starting our pilot group in Fall 2015 for the Grades First Student Support System. This system allows you to inform us of which students are in need of support. It is an integrated system that will get the student the help that is needed, including emotional assistance as well as educational.

2. Discussion – J. Bernaudo – Is this system available to English 1A students as well? Per Dr. Subramaniam, the system is available to EVERYONE! The Faculty needs to be sure to respond to ALL emails.

3. Discussion – M. Estrada – Who is responsible for making sure the students follow through? Per Dr. Subramaniam, the Student Equity Counselors involved in the support system will handle the follow through. Faculty is responsible for letting the student know where they stand in the class and how the program can benefit them. They need to be made aware of how NOT taking advantage of the program to help them succeed can cause them to lose their priority registration, but more importantly, their financial aid!

4. Discussion – J. Bernaudo – A student can take a course a total of 2 or 3 times? Per Dr. Subramaniam, the student can take the course a TOTAL of three times ONLY, after that they lose the opportunity to continue. A “W” is included as part of a completion of course, however, it is not included in the GPA.

5. Discussion – In finishing up on this topic, Dr. D. Roach reminded Faculty that the Forecast grades are due by Friday, April 17, 2015.

6. Discussion – Dr. Subramaniam brought up the issue of faculty attendance regarding minimums and credits. Be sure to attend all your classes because your attendance also affects the students. There is a minimal amount of hours that need to be met by faculty to ensure that the students get the credit needed for the class. Do not put your students in jeopardy with excessive absences. Also, there is very little money available for substitutes, so save that for crucial situations.

C. Guidelines for Enrollment Management Funding Proposals, Dr. Subramaniam

Regarding available funds, there are ZERO proposals in at the moment. The money is there, let's put it to use. Looking to have AT LEAST 10 proposals turned in.

1. Discussion – Dr. V. Woodward – Are there sample proposals to peruse? Per Dr. Subramaniam, she requested some, but there were none available good enough to assist.

D. Assessments, D. Juarez

Assessments are five weeks away. There is a TRACDAT meeting today in room 108. She will attend from 3:00 p.m. – 4:30 p.m. If you need assistance, please let her know. She is available and willing to help, but you must get in contact with her. She can be reached at extension 2231, or you can find her in room F-41. She would like to report as much positive feedback as possible. Per Dr. Subramaniam, please email D. Juarez, and copy Dr. D. Roach. Attending today's workshop will earn you flex credit. In regards to SAO's, please work with your department Dean to set timelines.

II. Discussion / Action Items

A. SLO Assessment Progress Reports – D. Juarez

Assessments are five weeks away. There is a TRACDAT meeting today in room 108. She will attend from 3:00 p.m. – 4:30 p.m. If you need assistance, please let her know. She is available and willing to help, but you must get in contact with her. She can be reached at extension 2231, or you can find her in room F-41. She would like to report as much positive feedback as possible. Per Dr. Subramaniam, please email D. Juarez, and copy Dr. D. Roach. Attending today's workshop will earn you flex credit. In regards to SAO's, please work with your department Dean to set timelines.

1. ESL 3B, A. Cortez-Perez – Ready this Thursday
2. HDEV 8, 10, 115, Dr. Ekimyan – 8 and 10 are almost complete and 115 is complete.
3. English 1A, A. Gillis/J. Hill – Good responses and on task. Research paper being used for assessment.
4. English 84, L. Gras – Going into TRACDAT today.
5. AS 20, 22, 30 & 36, C. Halligan – James Lopez is on task for 20 & 22; 30 has been cancelled, and P. Replogle is on task with 36.
6. English A, D. Juarez – Sending final email reminder this week, and hopefully have completed at the end of the month.
7. English 80, S. Lazar – Bergman not responding. Per Dr. Subramaniam, he was confused by the process to which D. Juarez clarified.
8. English 40B, Mayreis-Voorhis – Will be completed Friday.

9. COMS 4 and 14, L. Rios – Both completed by the first week of May. Currently at a standstill. Per Dr. Subramaniam, if you are currently at a standstill, please let us know so that we get the situation rectified!

III. Other items

B. Conference Reports

1. Dr. R. Roach attended the Tech Conference, which was a GOLDMINE. Discovered that Microsoft Office is available to students and faculty, including updates, for free. As long as the student is currently enrolled.
2. C. Halligan attended the FACCC conference where he learned how valuable they are to the faculty; on the faculty's side and fighting for us. Would like to see the younger faculty (those hired within the last five years) get involved to see the issues being dealt with, especially in the retirement arena.

C. Other Items

1. L. Gras is involved with the GSA Alliance supporting the LGBT community and they need more faculty and staff involvement! Please announce to your students that there is a meeting Wednesday, April 15, 2015 at 12:30 pm in the staff lounge.
2. Call M. Estrada if you are in need of a FACCC registration card.
3. Contact J. Crozier if you need information regarding a refresher on getting your faculty web page up and running.
4. Next meeting is May 5, 2015!!

Humanities
Humanities Division Meeting Minutes
September 1, 2015 1:00 p.m., D 32

In attendance:

J. Allen	J. Bernaudo	A. Cortez-Perez
J. Crozier	Dr. R. Ekimyan	A. Gillis
J. Hill	C. Hobbs	A. Jimenez
D. Juarez	S. Lazar	D. Maruyama
T. Norton	E. Pratt	Dr. D. Roach
Dr. R. Roach	Dr. C. Subramaniam	A. Valdry
N. Williams	Dr. V. Woodward	

Guests: H. Schumacher, M. Hernandez

Meeting was called to order by Dr. Donald Roach, Division Chairperson

I. Information Items

A. SLO/PLO Assignments for Fall 2015 by Dalia Juarez

As mentioned at FLEX, I have the 4 column reports that assessments were due to be completed in the Spring. I have one report for each course that was scheduled to be assessed that I am going to give you. Some of these were completed and have been done really well, and some are blank. If you have a report that is completely blank, that is the information that was provided me through TracDat on the 4 column report for Spring 2015. I did not double check to see if this was a course that got cancelled, so if you have a blank one that happens to be from a course that got cancelled, let me know and I'll take you off my watch list. If your SLO report is blank, you need to complete it. On FLEX day you were given a schedule for SLO reporting, so you know what your deadline is to submit your SLO report. I will be available during that time if you need to see me for assistance. As you know, we are currently in our Fall 2015 SLO assessment, so as before, what I did is take the list of all courses currently being offered, identified the lead, and highlighted the course that you are leading and the instructors for your convenience. So even if you aren't a lead this semester, if you are teaching any of the courses that are scheduled to be assessed, know that you will be asked to participate in the assessment of these course SLO's. Those of you who are assessing this Fall will be asked to follow up on your action plan and follow up this semester. So if last fall you specified an action plan, you will need to revisit and write about the implementation. You will receive a separate email from me with a rubric and task list. This needs to be done every cycle (fall - fall, spring - spring). There are two things I'd like you to walk away with today: 1) Anything that was not assessed in the Spring, there is still time to input into TracDat. Check the calendar provided at FLEX for the final due date for entering Spring

information. 2) Those that are leading an assessment, your task is to contact those faculty members that are teaching the course and identify yourself as the lead as well as provide a due date for when you want the information so that you can get this information entered into TracDat – sooner rather than later as I am sure no one wants to leave for Winter Break with this task still due. If you have any questions about what kind of information you should be entering, please see me. Some of these reports are incomplete so when Chelvi and Don ask which reports are incomplete, all I do is pass along the information. I am happy to help so please seek me out.

B. Reading/Writing Workshop by Albert Jimenez

With the assistance of our new coordinator, we were able to finalize our workshop schedule for our Reading and Writing center, so I am hopeful that you will all share this information with your students and refer them to us. This semester more than ever we are really concentrating on getting reading support so we hired a great group of tutors with reading backgrounds and in the process both Dr. Roach and Dr. Subramaniam sat in on the interviews and were able to pull someone with a rich reading background. So in the near future we will be looking at hiring more experience and expert matter tutors. Right now we're seeing a lot of writing tutoring in the center, more specifically for English 1A. Basic skills students need a lot of support, so were hopeful in the strengthening of our workshops and building a bigger pool of reading and writing tutors that you comfortable with sending your students to us. I am open for suggestions related to workshops; I'm open for those instructors who are willing to do a workshop in the Reading and Writing center. Just send me an email with your suggestions or requests. The other thing I want to mention is that this semester we were successful in recruiting tutors not only by random selection, but also through your referrals. This is something we're really excited about because you know these students and have trained them and they've been acclimated to the policies and procedures of the Student Success Center so please keep sending me referrals of people that are interested in working in the Student Success Center.

C. Evaluation Teams by Dr. Subramaniam

I need all the names of your probationary committee members that you've had in the past. So by the end of next week, email the team that you had previously to me. Any gaps that I find on missing faculty I will replace with a committee member, but before I replace a team member I will communicate with the evaluatee to make sure that there's agreement on the addition of the new member. This is only for probationary people for this fall. I hope to get the evaluation process started by the end of September so there will be ample time for the Dean, the Chair and the evaluatee a chance to sit down to discuss the evaluation. There are several of you here in this situation. I cannot be on your committee, so if I was in the past, I will have to be replaced with another member. I can pull up the names, but I would rather you send me your team

names. I am involved with all committees and I can designate someone in my place. For example, Don can be my representative – my designated Chair. Next on the list, you have a handout on the ATT English, COMS studies and Math. This is what I need you to decide. In the past we used to do a 4 semester plan. I need you to look at what is part of the ATT group and decide what we are going to start offering for the Fall, Spring and if need be, Summer. Please get together maybe a five to six semester plan to take care of all these course offerings. Remember we're trying to encourage more students to attain the ATT transfer because it looks good on our success rates before we move them on. If we have this plan in place chances are we can show the number of coms students who are majoring in COMS Studies who would need these courses so we can battle why a class shouldn't be cancelled. For example, English 15A being offered this fall, it only has 11 students in the class. Those 11 students are probably English majors and because no one want to take an English lit class unless you're a major this is why we keep those classes in place.

DISCUSSION

1. Dr. V. Woodward – It is also a requirement for those who want to be teachers.
2. Dr. R. Ekimyan – That is what I was going to ask. Where do our students go, because when you go into assist then we can also see what they are tracking because if this is going to be for example an English major going to let's say CSU Fullerton for their Teaching Ed Program then they may need that class. If it isn't where do our students normally go?
3. Dr. C. Subramaniam – Cal State Dominguez Hills and Long Beach. We need to be providing these students with the courses and that is precisely why our planning needs to be based on program review and also since program review is only every four years, we need our semester plan – our semester by semester plan and rather than just randomly selecting courses, try to select classes that meet the ATT transfer requirement. That way we have the material to save classes from being cancelled as they are offered once a year based on the ATT schedule. Those are the things that we need to start planning. Dr. Roach will be monitoring this so that we can have a plan compiled within a month or so, so please work within the division and come up with a plan. Maybe one person can generate the recommendation of what needs to be offered and then send it out to other faculty members for their department and come up with a consensus. Also keep in mind, when you start offering a class, make sure you can identify one full time faculty that is able to teach the class rather than an adjunct. I would love to see a full time faculty member take charge of the course and also be able to assess the course – complete SLO assessment. I need your help to prepare a solid plan if I am going to fight this battle on the next level. That also means promoting this to your students. Let's get some exciting classes! We should be offering Latino/Chicano Literature classes as well as African American literature based on our population numbers. The bottom of the handout provides many classes to choose from that do include these diverse offerings. Provide information to the counselors so they promote it for us also.

D. Term Enrollment Report by Dr. Subramaniam

I just received this today. Some are late start classes. You can identify your students who are struggling and can utilize these courses to strengthen skills they may be lacking. Your success rates count here. I need you to think about what we can do together to help your students – our students – in your class. Albert has already provided the workshop schedule and this is information that you can put in your syllabus and let them know they aren't succeeding because they are lacking in skills and should take advantage of these workshops to pick up on some of the skills they are lacking. Albert, Sarah and I are going to be working on a referral form that we will send out to you all so you can write in exactly what skills you think your student is lacking and have the student come to the reading/writing center for help. The key here is success. I know it's sometimes hard to do it on your own, and that's why we have the student success center. We would like to be able to offer you whatever help you need as long as you communicate your needs with us.

II. Discussion / Action Items

A. SLO Assessment Results

1. Dr. Roach – ENGLISH 1A – We need to reflect on what changes we can make, how we can adapt. I now call on Amber Gillis and Jennifer Hill.

Amber Gillis - We are still in the process of putting our report into TracDat. We have been trying to contact our adjunct faculty. We had a very large number of courses that were offered in Spring 2015 but only had a small number of adjuncts respond to our request. So out of approximately 19 courses, only six adjuncts responded. We are working on locating these adjunct faculty members and get them to provide a report in order to have a more robust number for our sample. Some of our findings that we did report were that since we have been using our research paper to assess all three SLO's, it appears that we are having similar problems to last year. Those include needed more assistance with research, people are suggesting more scaffolding when it comes to integrating citation and sources and maybe increase workshops on plagiarism. Students aren't making the connection between extracting information from text they are utilizing and applying it to their own paper. That makes it difficult for us to determine if they just aren't making the connection or they mean to plagiarize. We need to think about strategies for our 1A faculty to implement for Spring 2016, so that when we go to assess these SLO's again, we address those particular situations and their integration.

Discussion

Dr. Subramaniam – I have a question, which is twofold. You talked about the lack of sufficient data and you also mentioned the research strategies. What

can we do to get more adjunct faculty members to contribute to the assessments?

Dr. D. Roach – Amber, did you share the information on the responses with Chelvi?

Amber Gillis – Yes I did, and this situation places us in an interesting predicament. I want to build a rapport with my colleagues, but I don't want it to appear that I am a snitch. But I'm trying, and it's getting to the point that I will search out these faculty in their classrooms, and if I need to, I will. I don't think that our adjuncts understand the importance of their contributions.

Dr. Subramaniam – In regards to the plagiarism and research writing, I think we need to work closely with the Library staff to see what they can do to assist us in this area. I know there is Library orientation, but is that enough? So if someone could work closely with the Library staff and figure out what alternatives there are, I think that might be a start.

Jose Bernaudo – I think we also need to take into consideration the fact that some of these students have turned in plagiarized papers in other disciplines and gotten away with it. It is an issue when they say they have “gotten away with it” in other classes.

Dr. Subramaniam – So we need to be working with the other disciplines to make sure we are all on the same page. And I am sending out information to all faculty, campus wide in regards to the reading/writing workshops so that everyone knows those workshops are available and can get students involved in these workshops. We are also considering sending out our tutors to all classrooms to make a presentation on the specific workshops.

2. Dr. Roach – Our next topic is ENGLISH 84 and I turn it over to Nikki Williams.

Nikki Williams – I have taken this over for Lauren. It was assessed in the Spring. The recommendations for action will be addressed with the new assessment that was created by El Camino that I was just told about. They have created a new assessment tool that was created specifically for the SLO's. The two actions that seem to be the question of the contributing faculty will be addresses by the new test and we will be using that when we assess it in the Spring. So we have plenty of time to work on the action plan and I am positive from what I understand about the new test that these concerns will be addressed then. So I will make sure to take care of this early enough that we have this new assessment tool to distribute to the faculty and make sure we meet enough to discuss the action plan. There is nothing really to do right now because we are exactly where we need to be.

Dr. D. Roach – And if you are not getting the response you need, please be sure to let us know.

3. Dr. Roach – Our next topic is ENGLISH A and I turn it over to Dalia Juarez.

Dalia Juarez – We assessed all five of the English A SLO's last semester and we met every SLO which is, on paper, a very good thing. However, that reflects a small percentage of faculty response. I do not remember the exact number. But I'm going to move along and assess what was given to me, and the information provided by the faculty that did respond was very insightful and really robust. I believe that is due to the rubric tool that we utilized here to capture the information. It was helpful and provided a guide for what was required by faculty to provide. The most significant actions that were suggested were regarding the restructuring the way and the number of SLO's were given. There are a few SLO's that are synonymous with each other, so we can change the SLO's, which we can do if we work through ECC.

4. Dr. Roach – Our next topic is Human Development with Roza Ekimyan.

Roza Ekimyan – All departments actually used rubric, which made it easier to assess and gather results. We were able to get together and clearly read what the SLO wanted and come up with a plan with what assignments we were going to assess. We were able to actually see the breadth and depth of the course. It all worked out and we felt that we were all on the same page and there was a lot of commonality. And everybody participated.

5. Dr. Roach – Our next topic is ENGLISH 80 with Shemiran Lazar.

Shemiran Lazar – English 80 students have many different levels of skills. Their starting skills create a difficulty for cognitive processes, especially in terms of context clues involved in SLO one. With such low skills and long detachment from scholastic environment, how do they relate the context clues to the work they want to understand without resorting to the utilization of a dictionary? The purpose of this SLO is to minimize their need of the dictionary. Of the three SLO's, none were met because of the level of the text, as it does not meet the poor skills of the students. The recommendation was to establish a reading committee that would have the responsibility of examining this process to find strategies in our teaching techniques as this is a multi-level class, which requires certain strategies and teaching techniques.

Discussion

Jose Bernaudo – It sounds like you have students coming in that are almost illiterate? Chelvi and Albert, what do we have available in the Student Success Center for students who come in at an almost illiterate level? What can we give them to help them?

Dr. Subramaniam – This is where the Academic Strategies class comes into play. Encouraging them to sign up for these AS classes to pick up these skills

and placing these items in the assessment results, the different levels, we can look at differentiated instruction when we have an imbedded tutor whose going to be helping you with the different groups of students who are in different skill levels. So putting that information in your assessment gives us the tools we need to provide support by requiring an embedded tutor.

Judy Crozier – I teach this course at El Camino but I don't sign up for it here, because El Camino provides smart classrooms, and teaching it in a smart classroom you have a lot more options, so maybe designating this course in a smart classroom is better for lower level learners.

Dr. Subramaniam – My question is why do you think technology is better for English 80?

Judy Crozier – Well, first of all, I use the document viewer because not everybody will have a textbook.

Dr. Subramaniam – But we have the same issue in English 82 and 84 and A and B when they don't have textbooks.

Judy Crozier – I have had higher success in English 80 over there than I have over here and it's not just because of the different student type.

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Judy Crozier – Plus the visuals in a smart classroom provide much more stimulation to keep the students involved.

Dr. Subramaniam – The point is that we've got to work with what we have right now, until we get a new building. Are we going to stop educating our 80 students? No. So we have to find other methods.

6. Dr. Roach – Our next topic is ESL with Aurora Cortez-Perez.

Aurora Cortez-Perez – Within the ESL classes, we also have multi-leveled students. From little to no skills, to high skilled English speakers. Being able to asses the ESL courses, I have information (results) to share with the part time faculty so that we can look at the objectives and they can help me teach according to the assessment, which will assist in the reinforcement of the reading and writing skills. Using tutors in the past, and now SI coaches as well as Rosetta Stone, hopefully we can get the students to take advantage of these services to improve their English learning skills. My action is to reinforce the reading and writing skills. Most students were able to meet the standard above 70%.

III. Other items

- A. Faculty Writing Club – Dr. Valerie Woodward – We would like to open this club up to everyone. Judy will be forwarding the information to all faculty members. This club is for creative writing as well as for professionalization. If you are interested in either type of writing, for encouragement, deadlines, those types of things, that is the purpose of this faculty writing club. If you haven't gotten anything started, but need a little encouragement, that is what we are visualizing this club as helping you to get started with the first step. We are in the process of getting FLEX credit, so once a month we will meet on a Friday TBD, for a couple of hours to assist you in getting professionalization, maybe to get an article or a story out there, all these things which are good for us as teachers and as people.**

Meeting adjourned.

Humanities
Division Meeting Minutes
November 3, 2015 1:00 p.m., D 32

In attendance:

J. Allen	J. Bernaudo	A. Cortez-Perez
J. Crozier	Dr. R. Ekimyan	A. Gillis
J. Hill	D. Juarez	S. Lazar
D. Maruyama	T. Norton	L. Rios
Dr. D. Roach	Dr. R. Roach	Dr. C. Subramaniam
N. Williams	Dr. V. Woodward	

Guests: L. Bailes, M. Herrera, M. Hernandez, J. Lopez, P. McLaughlin, C. Threadgill

Meeting was called to order by Dr. Donald Roach, Division Chairperson

I. Information Items

A. SLO/PLO Assignments for Fall 2015 by Dalia Juarez

As mentioned at FLEX, I have the 4 column reports that assessments were due to be completed in the Spring. I have one report for each course that was scheduled to be assessed that I am going to give you. Some of these were completed and have been done really well, and some are blank. If you have a report that is completely blank, that is the information that was provided me through TracDat on the 4 column report for Spring 2015. I did not double check to see if this was a course that got cancelled, so if you have a blank one that happens to be from a course that got cancelled, let me know and I'll take you off my watch list. If your SLO report is blank, you need to complete it. On FLEX day you were given a schedule for SLO reporting, so you know what your deadline is to submit your SLO report. I will be available during that time if you need to see me for assistance. As you know, we are currently in our Fall 2015 SLO assessment, so as before, what I did is take the list of all courses currently being offered, identified the lead, and highlighted the course that you are leading and the instructors for your convenience. So even if you aren't a lead this semester, if you are teaching any of the courses that are scheduled to be assessed, know that you will be asked to participate in the assessment of these course SLO's. Those of you who are assessing this Fall will be asked to follow up on your action plan and follow up this semester. So if last fall you specified an action plan, you will need to revisit and write about the implementation. You will receive a separate email from me with a rubric and task list. This needs to be done every cycle (fall - fall, spring - spring). There are two things I'd like you to walk away with today: 1) Anything that was not assessed in the Spring, there is still time to input into TracDat. Check the calendar provided at FLEX for the final due date for entering Spring information. 2) Those that are leading an assessment, your task is to contact

those faculty members that are teaching the course and identify yourself as the lead as well as provide a due date for when you want the information so that you can get this information entered into TracDat – sooner rather than later as I am sure no one wants to leave for Winter Break with this task still due. If you have any questions about what kind of information you should be entering, please see me. Some of these reports are incomplete so when Chelvi and Don ask which reports are incomplete, all I do is pass along the information. I am happy to help so please seek me out.

B. Reading/Writing Workshop by Albert Jimenez

With the assistance of our new coordinator, we were able to finalize our workshop schedule for our Reading and Writing center, so I am hopeful that you will all share this information with your students and refer them to us. This semester more than ever we are really concentrating on getting reading support so we hired a great group of tutors with reading backgrounds and in the process both Dr. Roach and Dr. Subramaniam sat in on the interviews and were able to pull someone with a rich reading background. So in the near future we will be looking at hiring more experience and expert matter tutors. Right now we're seeing a lot of writing tutoring in the center, more specifically for English 1A. Basic skills students need a lot of support, so were hopeful in the strengthening of our workshops and building a bigger pool of reading and writing tutors that you comfortable with sending your students to us. I am open for suggestions related to workshops; I'm open for those instructors who are willing to do a workshop in the Reading and Writing center. Just send me an email with your suggestions or requests. The other thing I want to mention is that this semester we were successful in recruiting tutors not only by random selection, but also through your referrals. This is something we're really excited about because you know these students and have trained them and they've been acclimated to the policies and procedures of the Student Success Center so please keep sending me referrals of people that are interested in working in the Student Success Center.

C. Evaluation Teams by Dr. Subramaniam

I need all the names of your probationary committee members that you've had in the past. So by the end of next week, email the team that you had previously to me. Any gaps that I find on missing faculty I will replace with a committee member, but before I replace a team member I will communicate with the evaluatee to make sure that there's agreement on the addition of the new member. This is only for probationary people for this fall. I hope to get the evaluation process started by the end of September so there will be ample time for the Dean, the Chair and the evaluatee a chance to sit down to discuss the evaluation. There are several of you here in this situation. I cannot be on your committee, so if I was in the past, I will have to be replaced with another member. I can pull up the names, but I would rather you send me your team names. I am involved with all committees and I can designate someone in my

place. For example, Don can be my representative – my designated Chair. Next on the list, you have a handout on the ATT English, COMS studies and Math. This is what I need you to decide. In the past we used to do a 4 semester plan. I need you to look at what is part of the ATT group and decide what we are going to start offering for the Fall, Spring and if need be, Summer. Please get together maybe a five to six semester plan to take care of all these course offerings. Remember we're trying to encourage more students to attain the ATT transfer because it looks good on our success rates before we move them on. If we have this plan in place chances are we can show the number of coms students who are majoring in COMS Studies who would need these courses so we can battle why a class shouldn't be cancelled. For example, English 15A being offered this fall, it only has 11 students in the class. Those 11 students are probably English majors and because no one want to take an English lit class unless you're a major this is why we keep those classes in place.

DISCUSSION

1. Dr. V. Woodward – It is also a requirement for those who want to be teachers.
2. Dr. R. Ekimyan – That is what I was going to ask. Where do our students go, because when you go into assist then we can also see what they are tracking because if this is going to be for example an English major going to let's say CSU Fullerton for their Teaching Ed Program then they may need that class. If it isn't where do our students normally go?
3. Dr. C. Subramaniam – Cal State Dominguez Hills and Long Beach. We need to be providing these students with the courses and that is precisely why our planning needs to be based on program review and also since program review is only every four years, we need our semester plan – our semester by semester plan and rather than just randomly selecting courses, try to select classes that meet the ATT transfer requirement. That way we have the material to save classes from being cancelled as they are offered once a year based on the ATT schedule. Those are the things that we need to start planning. Dr. Roach will be monitoring this so that we can have a plan compiled within a month or so, so please work within the division and come up with a plan. Maybe one person can generate the recommendation of what needs to be offered and then send it out to other faculty members for their department and come up with a consensus. Also keep in mind, when you start offering a class, make sure you can identify one full time faculty that is able to teach the class rather than an adjunct. I would love to see a full time faculty member take charge of the course and also be able to assess the course – complete SLO assessment. I need your help to prepare a solid plan if I am going to fight this battle on the next level. That also means promoting this to your students. Let's get some exciting classes! We should be offering Latino/Chicano Literature classes as well as African American literature based on our population numbers. The bottom of the handout provides many classes to choose from that do include these diverse offerings. Provide information to the counselors so they promote it for us also.

D. Term Enrollment Report by Dr. Subramaniam

I just received this today. Some are late start classes. You can identify your students who are struggling and can utilize these courses to strengthen skills they may be lacking. Your success rates count here. I need you to think about what we can do together to help your students – our students – in your class. Albert has already provided the workshop schedule and this is information that you can put in your syllabus and let them know they aren't succeeding because they are lacking in skills and should take advantage of these workshops to pick up on some of the skills they are lacking. Albert, Sarah and I are going to be working on a referral form that we will send out to you all so you can write in exactly what skills you think your student is lacking and have the student come to the reading/writing center for help. The key here is success. I know it's sometimes hard to do it on your own, and that's why we have the student success center. We would like to be able to offer you whatever help you need as long as you communicate your needs with us.

II. Discussion / Action Items

A. SLO Assessment Results

1. Dr. Roach – ENGLISH 1A – We need to reflect on what changes we can make, how we can adapt. I now call on Amber Gillis and Jennifer Hill.

Amber Gillis - We are still in the process of putting our report into TracDat. We have been trying to contact our adjunct faculty. We had a very large number of courses that were offered in Spring 2015 but only had a small number of adjuncts respond to our request. So out of approximately 19 courses, only six adjuncts responded. We are working on locating these adjunct faculty members and get them to provide a report in order to have a more robust number for our sample. Some of our findings that we did report were that since we have been using our research paper to assess all three SLO's, it appears that we are having similar problems to last year. Those include needed more assistance with research, people are suggesting more scaffolding when it comes to integrating citation and sources and maybe increase workshops on plagiarism. Students aren't making the connection between extracting information from text they are utilizing and applying it to their own paper. That makes it difficult for us to determine if they just aren't making the connection or they mean to plagiarize. We need to think about strategies for our 1A faculty to implement for Spring 2016, so that when we go to assess these SLO's again, we address those particular situations and their integration.

Discussion

Dr. Subramaniam – I have a question, which is twofold. You talked about the lack of sufficient data and you also mentioned the research strategies. What can we do to get more adjunct faculty members to contribute to the assessments?

Dr. D. Roach – Amber, did you share the information on the responses with Chelvi?

Amber Gillis – Yes I did, and this situation places us in an interesting predicament. I want to build a rapport with my colleagues, but I don't want it to appear that I am a snitch. But I'm trying, and it's getting to the point that I will search out these faculty in their classrooms, and if I need to, I will. I don't think that our adjuncts understand the importance of their contributions.

Dr. Subramaniam – In regards to the plagiarism and research writing, I think we need to work closely with the Library staff to see what they can do to assist us in this area. I know there is Library orientation, but is that enough? So if someone could work closely with the Library staff and figure out what alternatives there are, I think that might be a start.

Jose Bernaudo – I think we also need to take into consideration the fact that some of these students have turned in plagiarized papers in other disciplines and gotten away with it. It is an issue when they say they have "gotten away with it" in other classes.

Dr. Subramaniam – So we need to be working with the other disciplines to make sure we are all on the same page. And I am sending out information to all faculty, campus wide in regards to the reading/writing workshops so that everyone knows those workshops are available and can get students involved in these workshops. We are also considering sending out our tutors to all classrooms to make a presentation on the specific workshops.

2. Dr. Roach – Our next topic is ENGLISH 84 and I turn it over to Nikki Williams.

Nikki Williams – I have taken this over for Lauren. It was assessed in the Spring. The recommendations for action will be addressed with the new assessment that was created by El Camino that I was just told about. They have created a new assessment tool that was created specifically for the SLO's. The two actions that seem to be the question of the contributing faculty will be addresses by the new test and we will be using that when we assess it in the Spring. So we have plenty of time to work on the action plan and I am positive from what I understand about the new test that these concerns will be addressed then. So I will make sure to take care of this early enough that we have this new assessment tool to distribute to the faculty and make sure we meet enough to discuss the action plan. There is nothing really to do right now because we are exactly where we need to be.

Dr. D. Roach – And if you are not getting the response you need, please be sure to let us know.

3. Dr. Roach – Our next topic is ENGLISH A and I turn it over to Dalia Juarez.

Dalia Juarez – We assessed all five of the English A SLO's last semester and we met every SLO which is, on paper, a very good thing. However, that reflects a small percentage of faculty response. I do not remember the exact number. But I'm going to move along and assess what was given to me, and the information provided by the faculty that did respond was very insightful and really robust. I believe that is due to the rubric tool that we utilized here to capture the information. It was helpful and provided a guide for what was required by faculty to provide. The most significant actions that were suggested were regarding the restructuring the way and the number of SLO's were given. There are a few SLO's that are synonymous with each other, so we can change the SLO's, which we can do if we work through ECC.

4. Dr. Roach – Our next topic is Human Development with Roza Ekimyan.

Roza Ekimyan – All departments actually used rubric, which made it easier to assess and gather results. We were able to get together and clearly read what the SLO wanted and come up with a plan with what assignments we were going to assess. We were able to actually see the breadth and depth of the course. It all worked out and we felt that we were all on the same page and there was a lot of commonality. And everybody participated.

5. Dr. Roach – Our next topic is ENGLISH 80 with Shemiran Lazar.

Shemiran Lazar – English 80 students have many different levels of skills. Their starting skills create a difficulty for cognitive processes, especially in terms of context clues involved in SLO one. With such low skills and long detachment from scholastic environment, how do they relate the context clues to the work they want to understand without resorting to the utilization of a dictionary? The purpose of this SLO is to minimize their need of the dictionary. Of the three SLO's, none were met because of the level of the text, as it does not meet the poor skills of the students. The recommendation was to establish a reading committee that would have the responsibility of examining this process to find strategies in our teaching techniques as this is a multi-level class, which requires certain strategies and teaching techniques.

Discussion

Jose Bernaudo – It sounds like you have students coming in that are almost illiterate? Chelvi and Albert, what do we have available in the Student Success Center for students who come in at an almost illiterate level? What can we give them to help them?

Dr. Subramaniam – This is where the Academic Strategies class comes into play. Encouraging them to sign up for these AS classes to pick up these skills and placing these items in the assessment results, the different levels, we can look at differentiated instruction when we have an imbedded tutor whose going to be helping you with the different groups of students who are in

different skill levels. So putting that information in your assessment gives us the tools we need to provide support by requiring an embedded tutor.

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Dr. Subramaniam – My question is why do you think technology is better for English 80?

Judy Crozier – Well, first of all, I use the document viewer because not everybody will have a textbook.

Dr. Subramaniam – But we have the same issue in English 82 and 84 and A and B when they don't have textbooks.

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Dr. Subramaniam – The point is that we've got to work with what we have right now, until we get a new building. Are we going to stop educating our 80 students? No. So we have to find other methods.

6. Dr. Roach – Our next topic is ESL with Aurora Cortez-Perez.

Aurora Cortez-Perez – Within the ESL classes, we also have multi-leveled students. From little to no skills, to high skilled English speakers. Being able to assess the ESL courses, I have information (results) to share with the part time faculty so that we can look at the objectives and they can help me teach according to the assessment, which will assist in the reinforcement of the reading and writing skills. Using tutors in the past, and now SI coaches as well as Rosetta Stone, hopefully we can get the students to take advantage of these services to improve their English learning skills. My action is to reinforce the reading and writing skills. Most students were able to meet the standard above 70%.

III. Other items

- A. Faculty Writing Club – Dr. Valerie Woodward – We would like to open this club up to everyone. Judy will be forwarding the information to all faculty members. This club is for creative writing as well as for professionalization. If you are interested in either type of writing, for encouragement, deadlines, those types of things, that is the purpose of this faculty writing club. If you haven't gotten anything started, but need a little encouragement, that is what we are visualizing this club as helping you to get started with the first step. We are in the process of getting FLEX credit, so once a month we will meet on a Friday TBD, for a couple of hours to assist you in getting professionalization, maybe to get an article or a story out there, all these things which are good for us as teachers and as people.**

Meeting adjourned.

Math
Division Meeting Minutes
April 21, 2015 1:00 p.m., MS 208

Meeting was called to order by Dr. Donald Roach, Division Chair, at 1:00 p.m.

In attendance:

A. Abbassi	R. Alpern	D. Juarez
G. Manikandan	J. Martinez	J. Mediza
M. Ornelas	Dr. D. Roach	Dr. M Roeun
P. Stoddard	Dr. C. Subramaniam	A. Tatlilioglu
M. Tavakkoli	G. Valle	Dr. J. Villalobos
R. Zambrano		

Guests: Arturo Hernandez, Lorena Fonseca

I. Information Items

A. MESA, presented by Arthur Hernandez and Lorena Fonseca.

The Mathematics, Engineering and Science Achievement programs have a variety of available resources to any student interested in MESA/STEM/NATS, which meet general eligibility requirements.

1. Discussion – G. Valle – Is there a limit (room capacity)? Per Lorena, there is no limit, however, space is tight. We take in all students and do NOT turn any away. Per Dr. Subramaniam, we do not turn students away so that we have validation for getting a larger room size, which according to Arthur is in process right now.

2. Discussion – Arthur Hernandez commented that we currently have approximately 30 active students taking advantage of the program, and are working on engaging approximately 15 more. Certain requirements need to be met in order to take advantage of this program. Some students are not eligible, for example, nursing students, as most of them require the calculus requirement and a lot of their courses are nontransferable. They encourage students to move forward with their classes immediately without breaks so that all levels of courses are continually available, and students can remain here at this campus as they further their education.

B. SLO's – update and information provided by Dalia Juarez

Our department/division is doing great with getting the required information in. There are two final workshops, the first being this Friday, April 24, 2015 from 9:00 am to 12:00 pm in the first floor computer lab of the Student Success Center. The final workshop is Friday, May 15, 2015, also from 9:00 am to 12:00 pm in the first floor computer lab of the Student Success Center. A flier containing all the details was emailed. These workshops are also Flex Credit eligible. If you need any assistance whatsoever, please do not hesitate in contacting Dalia Juarez. She is located in F-41, her extension is 2231, and her email address is djuarez@elcamino.edu.

1. Discussion – Dr. Subramaniam suggests getting it completed before Fall 2015. Preferably within the first three weeks of the Summer 2015 term.
2. Discussion – D. Juarez will be available during the first 3 weeks of Summer 2015, so do not hesitate contacting her should you require her assistance. SLO assessments are per specific assessment. Are the students able to meet that specific SLO? As the expert you are required to make the determination. There is more to passing the class than SLO's; student may pass SLO, but fail the class, so this is not the best method of analyzation.

II. Discussion / Action Items

A. SLO Assessment Updates

1. Math 111, J. Martinez – Ready April 30th.
2. Math 12, Dr. M. Roeun – Almost there.
3. Math 37 and 130, R. Zambrano – 37 this week, 130 next week.
4. Math 150, J. Villalobos – Not available
5. Math 23, A. Tatlilioglu – Had some questions which were addressed, so now should be ok and on task to complete as necessary.
6. Math 40, G. Manikandan – On task.
7. Math 67, P. Stoddard – Next week
8. Math 73 and 80, G. Valle – sent and awaiting results

B. TUTR 200 update

We are still in dire need of coaches and tutors, so please refer any students that you feel would be interested and meet the minimum requirements. See flier attached with handout for more details. Identify and refer your students!

1. Discussion – G. Valle – Is there a minimum level? I have some Math 23 students that would make good tutors, but it is a lower level course. Per Albert, they could work with SRC students and continue to build on their knowledge and training, so please refer them.
2. Discussion – P. Stoddard – Are SRC tutors given additional training? Per Albert we are working on getting that type of training set up for SRC tutors. We are currently recruiting specifically for SRC tutoring and we also have SRC students applying.

C. Planning Summit Information

Dr. Subramaniam discussed the Achievement measures on Institutional Effectiveness Outcomes she received at the Planning Summit meeting she attended at the Torrance campus. Concerted effort is needed to bring numbers up. Numbers are from 2012-2013 baseline. Need to figure out what we can do, as a department, to get these figures to rise. We need to not just pass the students! Keep this handout handy so you can use it for information, specifically for the Mission Statement, as it is the newest version.

1. Discussion – R. Zambrano – Active workshops are needed in order to get the system to work – not just lectures. Per Dr. Subramaniam, if you need assistance in getting your class setup as a Flip classroom, let us know and we can get you the assistance you need. We can set up workshops that can be Flex programs.

D. Guidelines for Enrollment Management Funding Proposals

Enrollment Management has the funds to distribute. They have only received four proposals so far. Do not hesitate! Can be used for field trips, etc. Please get your proposals in. Doesn't have to be long – a page will do, but must have a purpose with a beginning and an ending. Send them to Dr. Subramaniam ASAP!

Math
Division Meeting Minutes
September 15, 2015 1:00 p.m., MS 202

In attendance:

G. Manikandan

J. Martinez

J. Mediza

M. Ornelas

Dr. D. Roach

Dr. M. Roeun

A. Tatlilioglu

M. Tavakkoli

G. Valle

Dr. J. Villalobos

R. Zambrano

Guests: M. Hernandez

Meeting was called to order by Dr. Donald Roach, Division Chairperson

I. Information Items

A. Evaluation Schedules

Chelvi is not here today due to illness. She was supposed to go over the evaluation schedule, however with her being ill, I expect she'll send an email.

All who are not tenured will be evaluated this semester. All others will be evaluated in the Spring as it is too much to do in one semester. Send Chelvi a list of all who were on your team last semester. It will help move things along. Chelvi will put together the teams.

B. Mathematics Four-Semester Plan / AS-T Degree

Look at the AS-T and 4 semester plan handout – Chelvi was going to go over this as well, but I will go over in place of Chelvi. If you look at the bottom of AS-T degree page it has the major requirements – required core 15 units Math 190, 191 and 220. List A, 5 units, Math 270; List B, 4 or 5 units, wide choice with Computer Science 1, 2 or 3 which we don't teach here but is still required, Math 150, 210 - which we don't teach here, Physics 1A and 3A. Here's what we have to do, if you look over in the right column, you'll see we have the 4 semester plan with 180, 190, 191, and 220. We have to fit all of what you see on the bottom here into this plan. So it may bump up to 6 semesters rather than 4. If you can provide suggestions how we can adapt, adjust and change the column on the right to add all these classes, including the ones we do not offer that would be appreciated. Please check the catalog for the class prerequisites.

II. Discussion / Action Items

A. SLO Assessment Results

Math 111 - Jose Martinez Math 110 and 111 are Elementary school teacher math. We offer math 110 in the Fall and math 111 in the Spring. It is for

preparation for elementary school teachers. I teach this class in the fall and someone else teaches in the spring. It is a very small class, usually by the end of the semester we have approximately 15 students. The first part of the class is the basic four operations – adding subtracting multiplying and dividing with decimals and percentages along with fractions. The second part is geometry and statistics. Last semester I assessed them in SLO #2 in the Spring – statistical graphs. I gave the assessment in Dr. Khwaja’s class. The percentage of the students who successfully completed the assessment was 89%. Eleven percent did not do so well. I got together with Khwaja to discuss the results and come up with an action plan and he stated that we have to make sure that we are getting the students into their critical thinking state more than computational and make sure they are able to interpret the results so that when it comes time to teach the class, they are able to explain it to their students in the future. I have uploaded the results into TracDat, but have not done the follow up comments yet. Just met with Professor Khwaja two weeks ago to discuss and will report on the action plan as soon as I am able.

Math 12 - Dr. Malinni Roeun Results were received by ALL faculty who teach this course. Sample compilation was 236 and the standard that was not met. The standard we were reaching for was 70%, but only 65% met the target. Our assessment was applications. We used material that is very basic and something that people use every day. We will strategize with Math 12 faculty to figure out an action plan to get the students to improve.

Math 37 & 130 – Ruth Zambrano The target for Math 37 was 70%, which was not met. Only 67% met the goal. The assessment was geared more towards the application problems. I felt that one of the issues was that the information was entered online, so if there were any accidental typos, the problem was marked wrong. They were not multiple choice. Action plan was to share the results with 37 faculty so that we can talk about moving away from the online assessment.

The target for Math 130 was met. The results were high – in the 90’s, but the reason why that might be was that the problem was too easy. It was discussed at the Torrance campus. The action plan is to come up with a more difficult problem.

Math 150 – Dr. Jose Villalobos The target for Math 150 was 70% but we only got 68%. I haven’t put the information in TracDat yet but will before the 18th. I have received all the results. Some classes did well and some didn’t so it averaged out to 68%. Felt that it was close enough to the target so the action plan is to have a discussion with the faculty who classes did well to see what they are doing different and pass that information to the faculty member’s who’s classes didn’t do as well.

Math 40 – Gayathri Manikandan Administered SLO #1, which was an application problem. The result was not good, only 44% met of the 65% target. The data was received from all instructors teaching the course. I asked the instructors to provide feedback in regards to action plans. This was the same situation as Villalobos stated - some classes did really well and some didn't. Those whose class performed well suggested that worksheets be included in class instruction. Another issue was that the problem that was administered was not in our textbook, so our action plan is to come up with some worksheets with application problems similar to the one administered to give to instructors to supplement with what is in the textbook. The Graduation initiative has them working on word problems so we can utilize this information. One of the main issues is that students don't read word problems. Certain amount of classroom time needs to be spent on application problems to teach students how to successfully perform on word problems. Another thing is the application problems need to be relevant to the student's life. I would also like to have a follow up date in place for all instructors to respond by for the action plan.

Math 73 & 80 – Gerson Valle For Math 73 an application/word problem was administered. This is the first time I was an SLO lead, so didn't get a lot of feedback as far as what kind of goal to set, so I set it a little low - at 60%, which was not met. They came in at 59%. Section 9771 was the only one that did not respond, I do not remember faculty's name. Section 9771 information could push the margin in the positive favor. Comments were issues with word problems – they are intimidating to students. Action plan is to offer all instructors supplemental worksheets and spend more time in class going over application/word problems. Another option is to change out the textbook.

Math 80 SLO was also word problem but met with much better results as these students are STEM majors, target was also 60% and this one was at 51%. All instructors responded. Some stated that students didn't even attempt the problem simply due to the fact that it was a word problem and was given as the final. The Actions plan is to focus more on word problems in the classroom.

Math 23 - Abby Tatlilioglu Cannot access my notes.

III. Other items

- A. A word from Dr. Roach - Please send me all this information – results, rubric, notes, everything you can provide because I have to write a PLO for this for fall.**

B. There was some discussion on the implementation of the wireless projector system being put in place. If you have concerns, please email them to Dr. Roach and he will forward to the appropriate parties.

Meeting adjourned.

Math
Division Meeting Minutes
November 17, 2015 1:00 p.m., MS 202

In attendance:

G. Manikandan

M. Ornelas

A. Tatlilioglu

Dr. J. Villalobos

Dr. C. Subramaniam

J. Martinez

Dr. D. Roach

M. Tavakkoli

R. Zambrano

Marina Hernandez

J. Mediza

Dr. M. Roeun

G. Valle

A. Abbassi

Meeting was called to order by Dr. Donald Roach, Division Chairperson

I. Information Items

A. MESA

Lorena Fonseca stopped by to provide some information in regards to some of the programs available through MESA as well as to ask for faculty assistance in advertising for the MESA programs. She also requested that all Math faculty send any students her way that can be Math tutors and SI coaches.

B. Equity Proposals

Chelvi provided information as Albert Jimenez did not show for the meeting.

Need faculty more involved in writing the proposals for Student Equity proposals. It is a shame that not more faculty are involved in writing the proposals to utilize the money available to get our students to succeed! There is still time to submit so email me your proposal ASAP!

C. Math textbooks

Will have to make a decision regarding which publisher we are going to go with. Please take a look at all books provided by the publishers so as a department we can sit down and make a decision/take a vote on which textbook we want to move on with. We will have to make a decision at our next meeting next month.

D. Winter Academy / HBCU College Tour

Malinni gave information on the Winter Math Academy being offered during the winter intersession.

Malinni also talked about the HBCU (Historically Black Colleges & Universities) tour she went on.

E. Pre-assessment

Dr. Villalobos submitted a proposal for grade pre-assessment in every course. This is so that all instructors teaching each course are teaching the same stuff.

Student Success Committee Meeting Minutes
January 26, 2016 1:00 p.m.
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DR. SUBRAMANIAM: The Student Success committee meeting is called to order. Take a look at the agenda. The first item is moving basic skills courses to non-credit and if you look at the pink handout this is the movement now because at one time non-credit was funded by only 1/3 of the regular FTS - 1/3! That's the latest I gathered from the conference. So currently, non-credit is equal funding so as you know many of our students are always testing into the lowest level of basic skills classes - lowest Math and lowest English classes and by the time they go through the sequence of all these basic skills and developmental classes they've used up their 30 units for financial aid. Most schools have decided to do to look at some of the basic skills courses with 3 to 6 sequence levels before transfer and what they're doing is, they either combine courses to accelerate them or they convert the basic skills courses into non-credit courses. There are some issues that have arisen in other colleges that have done this is that basic skills instructors and credit instructors are paid differently. Not like us. We have a standard flat rate, but some of the other larger schools like Santa Ana College, which has a large FTS from basic skills and Mt. SAC, North Orange Coast College, and San Diego - they have two different scales because to teach a basic skills class or non-credit class you only need a bachelors, so the pay is different. With all of these issues, Cuesta College has addressed some that they have experienced. If you turn over to the back of that page where it says 'moving basic skills' you can see the different minimum qualifications issue. They went ahead and changed all masters equivalent credit MQ's for all future hires for both credit and non-credit ESL courses. They had to go to the union and make up a different scale for non-credit and credit courses and minimum qualifications. They also had curriculum changes. They changed the curriculum because course outlines had to be changed from credit to non-credit. They also had to deal with the MOU's with a union, the difficulties with the pay with non-credit and credit full timers versus part timers. So far however Cuesta eliminated ESL 1, 2, 15 A, B & C. Those with the lowest level of the basic skills and they eliminated them. They also revised the non-credit curriculum for some of these courses as well as the English and ESL classes that were parallel. They made them non-credit. For example English C is the only class taught on this campus, it is not taught on the main campus. We can change that to non-credit as well as English 80 and on credit. The best part about this is the repeatability issue does not come into play, so you notice that some of our English C and English 80 students have a placement test score of reading levels of 4th grade but their college level, so one semester alone is not sufficient for them. The repeatability is going to be helping them, it's not going to cut into their financial aid and it's giving them more time and more tasks. Then they can retest and maybe skip English B or English 82. So here are some of the things that they have done and there are other colleges that have gone to converting credit ESL, credit Math and credit English into non-credit classes. If you look at the bottom, College of the Canyons has done it for Math; Antelope Valley and North Orange County have also converted to non-credit. The reason why I brought this to our meeting is because Dr. Murray is involved with AB104 and will talk about this briefly.

DR. MURRAY: AB 86 was the planning phase and AB104 is the implementation phase, where they actually got the block for it, so what happens is they got \$500 million for all the adult schools and \$350 million went to MOE, what they call maintenance of effort to keep them whole. The rest of the money went to the consortium. We as a consortium, the tri cities, got \$1.5 million and some change. That was divvied up and \$300K went to Compton, \$300K to Lynnwood and we have to put a plan together. Now some of you may recall when I initially talked about non-credit at the Academic Senate the real issue was that they were going from 1/3 to full credit. If you put non-credit together it doesn't impact anyone's

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financial aid. If you do fund non-credit, it's got to lead to something. You can't just present something to the chancellor's office without it leading to anything. It needs to lead to something like a certificate of completion. Our apart, and this is what I would hope ECC would allow for us, because it takes the faculty to drive and write the curriculum which is already done because LACC has it and so do others so all we have to do is go get it and adopt it, but ECC doesn't think they need to have it even though they already have done the math.

DR. SUBRAMANIAM: Math Academy is now a non-credit course.

DR. MURRAY: This is going to kick in in the fall and what we want to do are a couple of things for the Adult School. We want to take the non-credit ESL and Math, put it with the adult and tie it into welding class for 3 weeks, 3 weeks and 6 weeks. This is what we want to pilot and see if it works. Another thing we want to do is an Orientation/Career Center. We want on each of the campuses an outreach person and a counselor; we're going to be using career cruising; we want tutors there and we want to have someone to do assessments. We want to have one in Lynwood, Paramount and Compton and we want to have them four to five hours every day, every week and that is what we will attempt to help have them be English prepared and Math prepared when they reassess. Another thing is we want to help them prepare for college, so we are proposing to have an academic strategy outreach program to include classes in Human Development and Academic Strategies; classes to help them reassess and get them pre prepared to enter into college. Finally, we want to hire someone, we hope a faculty member, to write the curriculum for ESL for non-credit, although it's already there. We don't have to reinvent anything; we can use what is already there. We need FTS we got the same FTS and you get paid. Now, if you look at the minimum qualifications, before you get to Masters is the information on Bachelors. This is something I didn't notice before but all the bachelor stuff got that list at first but my mind is telling me something because of the unification of adult schools that the adult school should really be with community colleges instead of high schools because they are adults. That makes sense. They're scared to death because they think that's going to impact their livelihood. It's already in place in Glendale and everywhere else so we're getting on board as well and we're going to be asking for ideas to run by Keith for his okay.

DR. SUBRAMANIAM: I think the only apprehension Rodney had earlier when I showed him the curriculum for ESL non-credit was are we going to displace the adult education curriculum and I said no because we need to show them that that is a transition from Adult Ed into non-credit, especially for undocumented students; the documented students who are in the Adult Ed can then transition into credit by also taking our non-credit college ESL classes but they don't have to take the regular English classes because the credit ESL works alongside with our English developmental classes. So if we can show that picture I think will be successful.

DR. MURRAY: Our non-credit ESL rigor is greater than the Adult School, so therefore they're not going to feel displaced so it will have to do is connect with them so they don't feel like we're ganging up on him or stepping on their toes but the whole deal with AB86 is to transition the families into good paying jobs and to service these gaps. The other thing we're planning is we need to have CNA and LVN El Camino doesn't want that but that's a natural career path. Lynnwood has an LVN and CNA program and if that program is accredited, and I know it is, we should take it to Wanda and her team and ask them

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to tweak it and run it by for approval to add that path way here. It's only natural to have this sequence available so some people can continue forward on that path.

DR. SUBRAMANIAM: I think what's going to be an issue with the battle in converting credit to non-credit issue, and I don't know if the Math faculty at El Camino are involved in this discussion, but what is there stand on this and I think the issue will be the pay issue.

DR. MURRAY: We really need Keith to champion this because even if they do not want to do the non-credit courses, we do! We need it! We needed it to increase our numbers and so forth. So we are asking you to step aside and allow us to move forward with it.

DR. SUBRAMANIAM: We offer more Math 12 classes here than they do.

DR. MURRAY: We have precedence for paying people who just have an AA and a BA because of our welders and other trade people who get paid on a scale. We are surrounded by Cypress, Cerritos, Long Beach, Harbor, El Camino and South West. We need to get going on this and if we have it, we'll be the only ones that have it and have it in a big way.

DR. SUBRAMANIAM: This is just my personal opinion, but if we create a new math course that's non-credit might not entice students who want to go to college but if you take Math 12, which is already in the curriculum, and make it non-credit I think it holds more weight. For example, the Math Academy is like a quick review and they re-take the placement test so they can move up. The non-credit Math 12 should also be developed into modules for different areas to be addressed and they can test out into the next level, which is an open entry exit.

DR. MURRAY: And we want to do the same with English 80 and English 84 so we can put our students in there but they're not burning through all their financial aid and at the same time make sure we have our tutors there supplemental instruction coaches making sure they get their skills together. It's the same structure as the Math Academy.

DR. SUBRAMANIAM: We had a meeting with Tom Lew, the Humanities Dean at El Camino, and he's very seriously considering offering a non-credit ESL over on that campus. While we're on that discussion - cosmetology would be great as non-credit because Cypress College has a mortuary science program which is not credit. The students who come in will complete the certification because they can see the possibility for pay at the end of the program. Jessica Sanchez who is our research analysts actually completed that program at Cypress and she said it was a great program. Mortuaries make a lot of money. Another one we were discussing was vocational ESL.

DR. MURRAY: We would want to do that with our welding program because Pam speaks Spanish; she doesn't write it well but she can speak it. That is powerful tool in our vessel program.

DR. SUBRAMANIAM: Just looking at our business classes, the keyboarding classes, they're not making, but if we tied it in with the ESL, that would be amazing. And then have a completion certificate at the end. They have Basic Skills Funding which is better than the regular FTS. So on that note I want you to go to the next item. Remember when I tried to integrate all of the different plans I had using

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enrollment management as the basis and Dr. Murray gave me his AB104 information. It looks like we're repeating some of the same activities throughout. Dr. Curry had mentioned to me a year ago that we should maximize all the funding. What I need of you is to go through these different categories, add more activities that you may be already doing but included here so that we can update this plan. Include all of the different ideas that Rodney had just mentioned and that others have brought back from conferences and let's start putting in time lines after that. Some have already been started but we need to have a time line. The other thing is that every time we do an activity, we don't have any kind of evaluation to be included to see if it's been successful. So there are two things we need to do; make sure the activities that may not be here get included as well as give timelines for those activities. If they've already started, we need to know when is it ending and then come up with an evaluation that way we can figure out if what we're doing currently needs to be improved on or if it's working well. Those are the three things needed; update the plan, give timelines and come up with an evaluation. You may already have one but if you don't, I think the next meeting we have we need to have a discussion on that.

DR. MURRAY: Have we looked at other people's plans?

DR. SUBRAMANIAM: That's all I do. As soon as we come up with something I look elsewhere and then come back. I don't know if I mentioned that Dr. Curry has given us \$15,000 to develop a plan to make this connection not only with Adult Ed but also with the high schools. Last year we came up with a plan through Student Services, an ESL plan to go into the high schools and promote the credit courses. We're going to re-develop and hopefully that \$15,000 will help us make that connection and I'll come back and give you an update. In March Nelly is going to be promoting that plan to Lynnwood High school as a pilot to begin with one school and then expand in the future. So tasks for this month before our next meeting are to go through each of your individual areas and come up with activities that may not be included here. I put in as much as I could recall based on what was submitted to me but I think that things have evolved in there are more things happening. The time line should be included and an evaluation; if you already have one, wonderful. Remember that we are going to have to do TracDat for these. These are considered programs - as soon as they are funded by the state they become a program and we need to show our reporting mechanism is in place. Okay anything else that I may have missed that we should discuss? My apologies, we thought of printing out the minutes from the last meeting and I forgot all about it. I'll email it to you that way you will have that. Is there anything else, any ideas or challenges? Albert, do you want to make an announcement about what's happening next week.

ALBERT JIMENEZ: There's a basic skills workshop being held February 15th in Costa Mesa, so if anyone's interested, it is for applications for grants, a workshop on how to write the grant to get more money. We will forward the email to those interested next week. Next week we have two day training on implementation by using diversity and equity. It's an interesting workshop because it gives the strategies on how to measure and also to talk about equity deficit and equity mindedness because we think we're all equity minded but in reality if you look at some of our syllabi and the way we address our students and the language we use does not denote that, so this is going to be a great conference for us to develop diversity. Next week's grant proposal writing on the 15th would be very useful for this committee, especially if you're a director or an administrator.

Meeting adjourned at 1:36

Student Success Committee Meeting Minutes

February 23, 2016

Member List: Carmela Aguilar; Loretta Bailes; Richette Bell; Trish Bonacic; Essie French-Preston; Amber Gillis; Shateo Griffin; Vanessa Haynes; Phillip Humphreys; Lyman Insley; Albert Jimenez; Rodney Murray; Miguel Ornelas; Barbara Perez; Estina Pratt; Dr. Chelvi Subramaniam; Jose Villalobos

Members Present:

Objective: Further discussion on FTS, AB104 and non-credit/adult school

- Dr. Murray discussed the AB104 plan in regards to maximizing whatever funding we get and try to do activities that will fulfill different areas. It will fulfill Student Equity, SSSP, AB36 and Basic Skills. Chelvi and the other Deans have been working on trying to see how we can start developing our non-credit program as well as the certificate program.
- We're looking to recruit from the Adult Ed program on campus as well as the K through 12 systems. Dr. Curry has given us \$15,000 just to get this proposal together
- We have our Summer Math Academy in place and are now putting together an English Academy
- Used to offer the non-credit GED but it has been inactivated; we need to get it reactivated
- Discussed Dr. Curry's interest in working with the prison system and incarcerated and formerly incarcerated students
- Discussed recruiting from sites
- Discussed putting together planning team
- Come up with ideas for next meeting