



Pierce College Academic Senate
September 8, 2014, 2:15-3:45 pm (Great Hall)
Minutes

Members Present:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Kathy Oborn | <input checked="" type="checkbox"/> Christine Ersig-Marcus | <input checked="" type="checkbox"/> Blanca Adajian |
| <input checked="" type="checkbox"/> Izzy Goodman | <input type="checkbox"/> Robert Grogan | <input type="checkbox"/> Michael Cooperman |
| <input checked="" type="checkbox"/> Lyn Clark | <input checked="" type="checkbox"/> Joanna Zimring-Towne | <input type="checkbox"/> Cara Gillis |
| <input checked="" type="checkbox"/> Constance Moffatt | <input type="checkbox"/> Brad Saenz | <input checked="" type="checkbox"/> Constance Kocs |
| <input checked="" type="checkbox"/> Joe Perret | | <input checked="" type="checkbox"/> Bob Martinez |
| <input checked="" type="checkbox"/> Monique Cleveland | | |
| | | |
| <input checked="" type="checkbox"/> Wendy Bass | <input checked="" type="checkbox"/> Frank Chartrand | |
| <input type="checkbox"/> Kathy Holland | <input checked="" type="checkbox"/> Diane Kelly | |
| <input checked="" type="checkbox"/> Michelle Meyer | <input checked="" type="checkbox"/> Lauren Valdes | |
| <input type="checkbox"/> Jody LaChance | <input checked="" type="checkbox"/> Jamie Beavers | |
| <input checked="" type="checkbox"/> Erin Moran | <input checked="" type="checkbox"/> Jacob Veiga | |
| <input checked="" type="checkbox"/> Monika Del Bosque | | |
| | | |
| <input type="checkbox"/> Beth Abels | <input checked="" type="checkbox"/> Jeff Favre | |
| <input type="checkbox"/> David Schamus | <input checked="" type="checkbox"/> Margarita Pillado | |
| <input checked="" type="checkbox"/> Amy Sirrot | <input type="checkbox"/> Lionel Greenberg | |
| <input checked="" type="checkbox"/> Dick Ahrens | <input type="checkbox"/> Connie Tiu | |
| <input checked="" type="checkbox"/> Jill Binsley | <input checked="" type="checkbox"/> Anna Bruzzese | |
| | | |
| <input checked="" type="checkbox"/> Crystal Kiekel | <input checked="" type="checkbox"/> Travis Orloff | |
| <input checked="" type="checkbox"/> Sara Harvey | <input checked="" type="checkbox"/> Angela Belden | |
| <input checked="" type="checkbox"/> Lila Snow | <input checked="" type="checkbox"/> Beth Benne | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> Denise Gibson | |

Guests:

- | | |
|----------------------------|----------------------------|
| Crystal Kiekel (CAS) | Megan Moureaux (Roundup) |
| Ryan Ealle (Physics) | Sunday Salter (Transfer) |
| Dennis New (Math) | D'arcy Corwin (CAS Intern) |
| Steve McHargue (History) | |
| Santiago Svidler (Roundup) | |
| Seth Perlston (Roundup) | |
| Lynn Rosado (Roundup) | |

<i>Item Number</i>	<i>Item</i>	<i>Report</i>
1.	Call to Order	2:19 pm
2.	Approval of the Agenda	Monique Cleveland asked if she could make an announcement during consent agenda; Angela Belden asked when Prof Dev had elected a new member. Senate President Kathy Oborn said Spring 2014. Agenda was approved by consent.
3.	Approval of the Minutes	Minutes of 6/2/14 were approved by consent.
4.	Public Commentary – 5 minutes	None
5.	College Administrative Report – Kathleen Burke	President Kathleen Burke introduced Ms. Sheri Berger as the new VP of Academic Services and wished everyone a good academic year. Angela Belden asked President Kathleen Burke if she would post the presentation she gave at Opening Day. President Burke agreed.
6.	ASO Report – ASO President	None
7.	Academic Senate President’s Report – Kathy Oborn	Senate President Kathy Oborn explained the new venue for Senate meetings and then had everyone introduce themselves to the group. Anna Bruzzese announced that she would be reading report for Cara Gillis. Senate President Kathy Oborn distributed a packet describing 10 + 1, Senate history, Senate committees, the SMP, and the EMP (APPENDIX A) Kathy Oborn also announced committee calendar, which is currently being updated and will be distributed via email. (APPENDIX B)
8.	Academic Senate Treasurer’s Report - Joe Perret	Senate Treasurer Joe Perret announced that the senate budget is not ready. He also explained how Senate dues are used (student events and faculty gala) and stated that only 25% of faculty pay dues. Questions and discussion ensued.
9.	Action Items Senate approval of the Educational Master Plan update (NMP F-14-2) and the Student Success and Support Program Plan (NMP F-14-1)	Dr. Kalynda Weber gave a presentation about SSSP Plan (APPENDIX C). Dr. McLean answered questions. Joe Perret made a motion to approve SSSP Plan; Margarita Pillado seconded the motion; the motion passed by unanimous vote. NMP F-14-1 (APPENDIX D) . Senate President Kathy Oborn gave background on EMP/SMP (APPENDIX D). Questions and discussion ensued. Constance Kocs made a motion to discuss today and vote at our next meeting; Angel Belden seconded; discussion ensued. Constance Kocs withdrew her motion, but commented that in future Senate business should be announced in a timely manner. Wendy Bass made a motion to approve the EMP; Margarita Pillado seconded the motion; the motion passed by unanimous vote. NMP F-14-2 (APPENDIX E)
10.	Accreditation Presentation – Margarita Pillado	ASC Chair Margarita Pillado gave a presentation about Accreditation, updating the Senate on the accreditation timeline, the formation of the ASC (Accreditation Steering Committee), and Pierce’s progress toward accreditation (APPENDIX F)
11.	Old Business Time Block Task Force results – Bob Martinez & Angel Belden	Bob Martinez and Angela Belden presented the results of the faculty and student surveys regarding time blocks (APPENDICES G and H). The recommendation of the Time Block Task Force is to make NO CHANGE to the current time blocks and passing periods (APPENDIX I). This goes to EMC and then to PCC. Blanca Adajian made a motion to extend the meeting 5 minutes; Wendy Bass seconded the motion; the motion passed by unanimous vote.
12.	Academic Senate Committee Reports Curriculum Committee -Constance Moffatt DEITC – Mike Cooperman	Connie Moffatt announced that CC needs someone from Area 1 Monique Cleveland gave an update on the status of the Outcomes Committee.

	Student Success Committee – Crystal Kiekel Outcomes Committee – Monique Cleveland (APPENDIX J)	
13.	Campus Reports Articulation Officer – Elizabeth Atondo Transfer Center Director – Sunday Salter Distance Education Coordinator – Wendy Bass	Sunday Salter distributed handouts regarding workshops (APPENDIX K) AdT’s info handout (APPENDIX L) Bob Martinez invited everyone to Equity Taskforce meetings. (for Cara Gillis) Anna Bruzzese made an announcement about Ethics Committee. Lyn Clark made an announcement about APC meetings. Constance Kocs made an announcement about FPPC meetings. Senate President Kathy Oborn made an announcement about graduation. A task force will be forming. Anyone interested in being on the task force should email Kathy Oborn. Beth Benne made an announcement about the health center.
14.	Adjournment	Joanna Zimring-Towne made a motion to adjourn; Blanca Adajian seconded the motion; the motion passed by unanimous vote and the meeting was adjourned at 3:50 p.m.

Academic Senate Meetings for Fall 2014
9/8, 9/22, 10/6, 10/20 (Great Hall)
11/3, 11/17, 12/1 (CSB)

2014 Calendar of Academic Senate and Pierce College Council

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 <i>Fall semester begins</i>	3 Accreditation Steering Committee 11:30-12:30pm LLC 6180 Distance Education and Instructional Technology Committee 2-4pm LLC 6180	4 Equity Planning 12:30-3pm C8B	5 District Academic Senate Exec 10-1pm, LACCD 7 th Floor.	6
7	8 EPC Special Meeting 1-2pm C8B Academic Senate meeting 2:15-3:45pm Great Hall	9 Departmental Council meeting 1:30-3pm C8B College Outcomes Committee 2:30-3:30pm 88B 3 rd Floor	10 Accreditation Steering Committee 11:30-12:30pm LLC 6180	11 District Academic Senate Meeting 12:30-3:30pm LAVC Budget Committee 1:30pm C8B Diversity Committee 11:15am Plant Facilities	12 Curriculum Committee meeting 10-12pm C8B College Planning Committee 10:30-12pm 88B 3 rd Floor State Academic Senate Executive Meeting 9-5pm, San Diego	13 State Academic Senate Executive Meeting 9-5pm San Diego
14	15 Senate Exec meeting 1-2pm C8B Senate Exec + Senior Staff meeting 2-3pm C8B Ethics Committee 3:45pm C8B	16 Faculty Advising 101 workshop 11:30-1pm FSRC LLC 6180 Technology on Demand workshop 4-6pm FSRC LLC 6180 Facilities Advisory Committee 2:30pm 88B 3 rd Floor	17 Accreditation Steering Committee 11:30-12:30pm LLC 6180 Student Success Committee 2:30-4pm C8B	18 Equity Planning 12:30-3pm C8B Chapter Luncheon 12:45pm Great Hall Pierce College Council Exec meeting 3:30-4:30pm C8B Facilities Management Committee 2:30pm ACPL	19 Educational Planning Committee meeting 10-12pm FSRC LLC 6160 New Faculty Orientation 12:30-3:30pm : Pierce 101 FSRC LLC 6160	20
21	22 Senate Exec meeting 1-3pm C8B Academic Senate 2:15-3:45pm Great Hall DAS Chancellor Consultation 3-5pm at the DO	23 Academic Policy Committee 1:30-3pm C8B E-Books Access workshop 12:30-1:30pm Library Technology on Demand Workshop 4-6pm FSRC LLC 6180	24 Accreditation Steering Committee 11:30-12:30pm LLC 6180 Rosh Hashanah	25 Equity Planning 12:30-4pm C8B Pierce College Council 2-4pm C8B Rosh Hashanah	26 LACCD Academic Senate Council - LACCD 9-3pm Rosh Hashanah	27 ASCCC Equity Planning workshop 9-3pm @ Mt. San Antonio College in Walnut, CA
28	29	30				

Executive Summary
Student Success and Support Program Plan
(credit)

Executive Summary

Background

Senate Bill 1456 *revised* and *renamed* the Matriculation Act of 1986 as the Seymour-Campbell Student Success Act of 2012. Signed by Governor Brown on September 27, 2012, the program changes were initiated on January 1, 2013 and will be implemented through stages over a five-year period. The **Student Success and Support Program** (SSSP) supports the transition of new students into the college by providing them services that promote academic achievement and successful completion of degrees, transfer preparation, career technical education certificates, or career advancement. Students matriculating are referred to core services: assessment, orientation, follow-up and counseling. In response to the regulatory changes, Pierce College established a SB 1456 Taskforce to assist in the development of a SSSP plan for the college.

Program Description

This program enhances student access to Pierce College while fostering student success. Core services include orientation to the college and assessment to place students in appropriate courses as well as counseling and advisement to assist them in identifying educational and career goals, preparing for transfer to a university or advanced training, and connecting with additional supportive services. SSSP services also assist students with early identification of academic difficulties and support for improvement. These services are essential to ensure that students make steady progress to successfully meet their goals.

Student Success and Support Program Plan

The Pierce College SB 1456 Taskforce developed a coherent plan for implementation at the college that is based upon the college's strategic plan and organized with three emerging themes. These themes were identified from evidenced-based practices of what works in providing adequate support to students for their persistence and attainment of their identified educational objective. The three themes that are integrated throughout the plan are related to New Student Programs, Increased Support Services and Student Engagement.

The New Student Programs include the Get Oriented (GO) Days, First Year Experience program which includes a learning community, and the Summer Bridge program. The First Year Experience and Summer Bridge programs were developed as a shared responsibility between instruction and student services. These programs will provide students with an opportunity to get acclimated to college while reaping the benefits of targeted services from the time of admittance to the College.

The increased support services includes improved access to counseling and educational planning activities, as well as other services designed to assist students experiencing academic difficulty.

Pierce College Counseling Department anticipates serving approximately 16,000 students annually with short term and long term education planning services, student follow-up efforts (including career counseling), group counseling sessions, as well as new student group orientations. In addition, counselors will provide workshops that address the needs of our continuing students on topics such as applying for transfer, preparing for career and discipline-specific information.

The following report represents Pierce College's work to address the program changes in the Student Success and Support Program and the latest effort to develop a program plan representing the new activities and services provided to the Pierce College community in support of student success. The plan has identified strategies, activities, services and personnel that will be employed to increase completions, accountability and partnerships for the success of our students.

The plan was developed through input by a taskforce of faculty, students, staff, and college administration. The members included: Earic Dixon-Peters, Vice President of Student Services; Joanna Zimring-Towne, Counselor/Director of Career Center; Crystal Kiekel, Professor/Director of the Center for Academic Success; Barbara Anderson, Dean of Academic Affairs; Marco de la Garza, Dean of Admissions and Records; Rudy Dompe, Department Chair of Counseling; David Follosco, Dean of Student Services; Anafe Robinson, Financial Aid Manager; Sunday Salter, Counselor/Director of Transfer Center; Curtis Smith, Student Services Specialist; Judie Price, Administrative Secretary; and (editorial support from) Kalynda Webber McLean, Dean of Student Success.



Academic Senate/Faculty Association

Pierce Academic Senate

Notice Motion Proposal

F14-1

Student Success and Support Program Plan

BACKGROUND

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

Whereas the Academic Senate is required to “sign-off” on the SSSP Plan and there is a very short window of time in which the report needs to be at the State Chancellor’s Office

Therefore be it resolved, that the Pierce College Academic Senate approve the SSSP Plan.

Ratified by the Pierce Academic Senate this _____ day of _____, 2014.



Academic Senate/Faculty Association

Pierce Academic Senate

Notice Motion Proposal

F14-2

Educational Master Plan Update

BACKGROUND

Since 2011, the college has operated with the Educational Master Plan as the overarching document driving the college's planning and decision making process. However, after reviewing the planning process in 2013, the college determined that the Educational Master Plan was too narrowly focused on educational programs and did not adequately account for operational services provided by the administrative services division of the college. As a result, a decision was made to create a Strategic Master Plan as the overarching document to integrate the four divisions of the college. The concept of the new Strategic Master Plan provides the College with an inclusive and comprehensive plan, allowing for Academic Affairs, Student Services as well as Administrative Services to each align their respective plans with the Strategic Master Plan. The new Strategic Master Plan is based on four goals referred to as CAPS: Engaging the Completion Agenda, Demonstrating Accountability, Cultivating Partnerships and Ensuring Student Success.

Whereas the College needed to update their Educational Master Plan, as delineated above,

Therefore be it resolved, that the Pierce College Academic Senate approve the Updated Educational Master Plan.

Ratified by the Pierce Academic Senate this _____ day of _____, 2014.

Accreditation: What's New?

September 9, 2014

9/8/2014

Margarita Pillado – Faculty Accreditation Coordinator – Los
Angeles Pierce College

Faculty Survey items

How often has the 10 minute passing period been an issue ..

getting to your next class?
wrapping up/gathering your teaching materials?
having the next instructor enter?
getting to a meeting?

How often has the 5 minute passing period been an issue ..

getting to your next class?
wrapping up/gathering your teaching materials?
having the next instructor enter?
getting to a meeting?

Indicate the extent to which you disagree or agree with the following statements.

Having a 5 minute passing period for afternoon classes is no big deal
I am happy with my 10:10 p.m. ending time when I teach a class that meets once a week
It is important to have a 10 minute passing period between each class block
I would prefer my once a week class(es) to end at 10:00 p.m.
I would be willing to teach a class if it ended at 10:00 p.m
I would be willing to teach a class if it ended at 10:10 p.m
I would be willing to teach a class if it ended at 10:15 p.m
I would be willing to teach a class if it ended at 10:20 p.m
I would be willing to teach a class if it ended at 10:25 p.m
I would be willing to teach a class that starts as early as 8:00 a.m
I would be willing to teach a class that starts as early as 7:45 a.m
I would be willing to teach a class that starts as early as 7:30 a.m
I would be willing to teach a class that starts as early as 7:00 a.m
I would be willing to teach a class that starts as early as 6:30 a.m

Answer the following questions if you have a **DEPENDENT** (in other words, if you are responsible for the care of someone else such as a child, someone who is disabled, or an elderly person). If you have no dependents, please skip to the next question. Please indicate the degree to which you agree/disagree with the following statements about your dependents.

I would have difficulty arranging for my dependent's care and getting to Pierce for a class that starts as early as.

6:30 a.m.
7:00 a.m.
7:30 a.m.
7:45 a.m.
8:00 a.m.

I would have difficulty arranging for my dependent's care and leaving from Pierce for a class that ends as late as.

10:00 p.m.
10:10 p.m.
10:15 p.m.
10:20 p.m.
10:25 p.m.

Answer the following questions if you use means other than your own motor vehicle to get to campus (e.g. bicycle, public transportation, car pooling, etc.) If you only drive yourself in your own vehicle to and from campus, please skip to the next question. Please indicate the degree to which you agree/disagree with the following statements about transportation.

I would have a transportation issue getting to or from a class that started as early as.

6:30 a.m.
7:00 a.m.

Student Survey items

How often have you....

taken classes with a 10 minute passing period?
avoided taking classes with a 10 minute passing period?
had difficulty getting from one class to another due to the 10 minute passing period?
taken classes with a 5 minute passing period?
avoided taking classes with a 5 minute passing period?
had difficulty getting from one class to another due to the 5 minute passing period?
been prevented from enrolling in a class due to a 5 minute overlap?
been prevented from enrolling in a class due to a 10 minute overlap?
been prevented from enrolling in a class due to a 15 minute overlap?
been prevented from enrolling in a class due to a 20 minute overlap?
been negatively impacted due to a short time overlap?

Indicate the extent to which you agree or disagree with each of the following statements. If you have never taken a class around the time period indicated and/or never would, please indicate with Not Applicable (n.a..)

I am happy with my 10:10 p.m. ending time when I take a class that meets once a week.
I would prefer my once a week class(es) to end at 10:00 p.m.
I would be willing to take a class if it ended at 10:00 p.m.
I would be willing to take a class if it ended at 10:10 p.m.
I would be willing to take a class if it ended at 10:15 p.m.
I would be willing to take a class if it ended at 10:20 p.m.
I would be willing to take a class if it ended at 10:25 p.m.
I would be willing to take a class that starts as early as 8:00 a.m.
I would be willing to take a class that starts as early as 7:45 a.m.
I would be willing to take a class that starts as early as 7:30 a.m.
I would be willing to take a class that starts as early as 7:00 a.m.
I would be willing to take a class that starts as early as 6:30 a.m.
When I have taken a once a week class (either now or in the past) that begins at 3:45 p.m. and ends at 6:55 p.m. I have had difficulty concentrating toward the middle of the class.
When I have taken a once a week class (either now or in the past) that begins at 3:45 p.m. and ends at 6:55 p.m. I have had difficulty concentrating toward the end of the class.
When I have taken a once a week class (either now or in the past) that begins at 7:00 p.m. and ends at 10:10 p.m. I have had difficulty concentrating toward the middle of the class.
When I have taken a once a week class (either now or in the past) that begins at 7:00 p.m. and ends at 10:10 p.m. I have had difficulty concentrating toward the end of the class.
In general, I'm happy with the way the current schedule is where classes begin at 8:00 a.m. and end by 10:10 p.m.
I would be happy if classes generally began at 7:50 a.m. and ended at 10:00 p.m.
I would be happy if classes generally began at 7:35 a.m. and ended at 10:00 p.m.

Answer the following questions if you DO NOT OWN your own motor vehicle (i.e. car). If you own your own motor vehicle, please skip to number 4. Please indicate the degree to which you agree/disagree with the following statements about transportation. I would have NO transportation issue getting to or from a class that started as early as...

I would have NO transportation issue getting to or from a class that started as early as...

6:30 a.m.

Time Satisfaction Task Force: Summer 2014 Summary Report

The Time Satisfaction Task Force (TSTF) was put together at an Enrollment Management Committee (EMC) meeting when the co-chair of EMC brought forth the idea to lengthen the passing period between each time block to 10 minutes (currently there are 3 passing periods that are only 5 minutes and 4 passing periods with 10 minutes). Additionally, the idea of ending the time blocks at 10:00 p.m. (rather than the current 10:10 p.m. ending) was discussed at that meeting. The TSTF surveyed a large number of students (N=804) and large number of faculty (N=180) to explore these issues.

The task force analyzed data from both the student survey and the faculty survey using Cohen's *d*. Cohen's *d* is a statistical technique used to evaluate the absolute magnitude of an effect. It is a common measure for this type of survey result. The magnitudes of Cohen's *d* are approximately 0.2 (small), 0.5 (medium), and 0.8 (large). This measure allows us to see how "painful" each different transition is to students and faculty.

Research Question #1: Just how difficult is it to get from one class to another with only a 5 minute passing period compared to a 10 minute passing period?

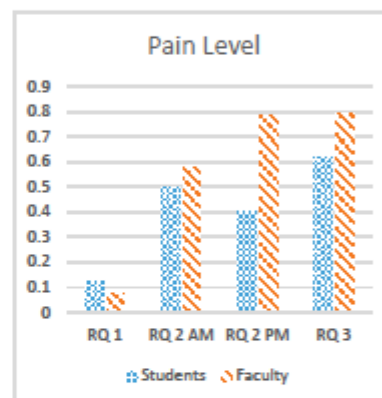
Answer #1: For students, the difficulty level is minimal (i.e. no pain) ($d=0.12$) and for faculty, the difficulty is even SMALLER ($d=0.02, 0.07, 0.11$, and 0.09 for each of the 4 questions we asked faculty about this issue, an average of the 4 can be seen on the table to the right).

Research Question #2: How do the 2 groups feel about taking the extra 15 minutes and shifting them to either the morning or evening (beginning at 7:45 a.m. instead of 8:00 a.m. or ending at 10:25 p.m. instead of 10:10 p.m.)?

Answer #2: Morning; for students there is a moderate amount of pain ($d=0.50$) and for faculty there is a moderate (but larger) amount of pain ($d=0.58$). Evening; again for students the difference is moderate (but less than the a.m. shift) ($d=0.40$) but for faculty the pain is GREAT ($d=0.79$). The 15-minute shift in the morning is moderately painful for both students and faculty; while the 15-minute shift in the evening is more painful for faculty.

Research Question #3: How do faculty and students feel about ending at 10:00 p.m. instead of our current 10:10 p.m. end time? This would cause an extra 25 minute shift in the schedule BEFORE 8:00 a.m. (15 minutes for the passing periods, plus the 10 minutes currently after 10:00 p.m.).

Answer #3: Both for students and faculty there is a LARGE amount of pain for this shift from our current 8:00 a.m. start ($d=0.62$ and $d=0.80$, respectively). This 25-minute shift produces even greater pain for BOTH groups than the 15 minute shift discussed above. This indicates that the earlier we start, the more painful it becomes for both students and faculty.



CONCLUSION

According to the compiled data of nearly 1,000 respondents, retaining the current schedule of 7 time blocks with 4 passing periods of 10 minutes and 3 passing periods of 5 minutes is optimal. The five minute passing period is not really an issue (i.e. it is no more painful for faculty or students than the ten minute passing period). Shifting the schedule in either direction would be painful for both faculty and students. Additionally, ending at 10:00 p.m. and expanding the passing period to 10 minutes for all classes would cause the MOST amount of pain.

RECOMMENDATION

The task force recommends NO CHANGE in the schedule.

Committee or Program Name: College Outcomes Committee (COC)

Date of Committee Meeting: September 9, 2014

Date of Senate Meeting: September 8, 2014

Reporter: Monique Cleveland

Action Items for Senate

Approval or Consideration:

- COC has approved P.A. Quintero as an Area 4 Representative; we need Senate approval.
- Dale Fields has vacated the position of Area 3 Rep and agreed to serve as APC Rep; we need Senate approval.

Issues/Recommendations:

- COC has created a PowerPoint presentation which details all aspects of SLO assessment and reporting; we welcome any suggestions as to how we can make it clearer or more informative.
- COC requests that Senate inform all faculty members that there is 1 vacancy on COC: We are looking for someone from Area 3. Dale Fields has agreed to represent APC, Paul Anthony Quintero has agreed to represent Area 4, and VP Sheri Berger has agreed to appoint someone from the VP of Academic Affairs office.
- Faculty members have raised concerns about the newly revised Student Learning Outcomes Addendum Form, which was approved by Senate in Spring 2014. COC will meet tomorrow and discuss adding PLO's to the form.
- COC is planning to enlist department chairs and SLO/PLO liaisons to help re-map GELOs.
- As of September 2014, COC members are:
 - Monique Cleveland (COC Chair and College Outcomes Coordinator) 6/15
 - Jeff Favre (Academic Senate Rep) 6/15
 - Clay Gediman (Area 1 Rep) 6/15
 - Sheryl Nomelli (Area 2 Rep) 6/16
 - Mia Wood (Area 2 Rep) 6/16
 - Paul Anthony Quintero (Area 4 Rep) 6/16 (proposed)
 - Larry Kraus (VP Administrative Services Rep)
 - Oleg Bespalov (Dean of Institutional Effectiveness)
 - Margarita Pillado (Accreditation Rep)
 - Dale Fields (APC Rep) 6/16 (proposed)
 - Loralyn Frederick & Beth Benne (VP Student Services Reps)
 - VACANT (VP Academic Affairs Rep)
 - VACANT (Area 3 Rep) 6/16

