



Academic Senate of El Camino College 2010-2011

December 7, 2010

AC152, 16007 Crenshaw Boulevard
Torrance, CA 90506-0001 (310) 532-3670 x3254
www.elcamino.edu/academics/academicssenate/

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Cristina Pajo
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Sue Ellen Warren	11	Tom Hazell*	10
Leah Patel	11	Tom Hicks	10
		Mina Colunga	12/13
<u>Behavior & Social Sciences</u>		Pat McGinley	12/13
Randy Firestone	11/12	Kathleen Rosales	11/12
Christina Gold	10/11		
Michelle Moen	11/12		
Lance Widman*	10/11	<u>Humanities</u>	
Michael Wynne	11/12	Brent Isaacs	11/12
		Peter Marcoux	11/12
<u>Business</u>		Kate McLaughlin	11/12
Phillip Lau	11/12	Briita Halonen	11/12
Jay Siddiqui*	11/12	Jenny Simon	11/12
Kurt Hull	12/13		
		<u>Industry & Technology</u>	
<u>Compton Educational Center</u>	(1 yr term)	Patty Gebert	12/13
Jerome Evans	10/11	Harold Hofmann	12/13
Chris Halligan	10/11	Lee Macpherson	12/13
Tom Norton	10/11	Douglas Marston*	12/13
Saul Panski	10/11	Merriel Winfree	12/13
Estina Pratt	10/11		
Darwin Smith	10/11	<u>Learning Resource Unit</u>	
<u>Counseling</u>		Moon Ichinaga	10/11
Cristina Pajo	11/12	Claudia Striepe*	10/11
Brenda Jackson*	10/11		
Chris Jeffries	10/11	<u>Mathematical Sciences</u>	
		Michael Bateman	12/13
<u>Fine Arts</u>		John Boerger	10/11
Ali Ahmadpour	11/12	Greg Fry	10/11
Randall Bloomberg	11/12	Susan Taylor	11/12
Mark Crossman	11/12	Paul Yun*	10/11
Patrick Schulz	11/12		
Chris Wells*	11/12		
			<u>President/Superintendent</u>
			Thomas Fallo
			<u>The Union</u>
			Editor
			<u>Division Personnel</u>
			Jean Shankweiler
			Don Goldberg
			Tom Lew
			<u>Counseling</u>
			Ken Key
			<u>Ex-officio positions</u>
			ECCFT President
			Elizabeth Shadish
			Nina Velasquez
			Curriculum Chair
			Lars Kjeseth
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For example 11/12 = 2011-2012.

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



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SENATE'S PURPOSE (from the Senate Constitution)

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

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

FALL 2010

September 7	DE Conference Room
September 21	DE Conference Room
October 5	Alondra Room
October 19	Alondra Room
November 2	DE Conference Room
November 16	Alondra Room
December 7	Alondra Room

SPRING 2011

March 1	Alondra Room
March 15	Alondra Room
April 5	Alondra Room
April 19	Compton Board Room
May 3	Alondra Room
May 17	Alondra Room
June 7	Alondra Room

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

FALL 2010

September 9	Board Room
September 23	Board Room
October 7	Board Room
October 21	Board Room
November 4	Board Room
November 18	Board Room
December 9	Board Room

SPRING 2011

March 3	Board Room
March 17	Board Room
April 7	Board Room
April 21	Board Room
May 5	Board Room
May 19	Board Room
June 2	Board Room



Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>Senate</u>				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON ACADEMIC SENATE	Saul Panski	Thursdays	1:00-2:00	CEC Board
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries	2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor	1 st & 3 rd Thurs.	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Briita Halonen Cristina Pajo	2 nd & 4 th Tues	1:00 – 1:50	West Lib. Basement
CALENDAR	Jeanie Nishime	Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<u>Campus</u>				
ACCREDITATION	Jeanie Nishime, Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	Ray Gen	3 rd Mon	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays	9:00-10:30	Library 202
CAMPUS TECHNOLOGY	.			
ENROLLMENT MANAGEMENT	Arvid Spor	1 st & 3 rd Thurs	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
16th November 2010

Adjunct Faculty

vacant

Behavioral & Social Sciences

<u>Firestone, Randy</u>	<u>X</u>
<u>Gold, Christina</u>	<u>X</u>
<u>Moen, Michelle</u>	<u>X</u>
<u>Widman, Lance</u>	<u>X</u>
<u>Wynne, Michael</u>	<u>X</u>

Business

<u>Siddiqui, Junaid</u>	<u>EXC</u>
<u>Lau, Philip S</u>	<u>X</u>
<u>Hull, Kurt</u>	<u>X</u>

Counseling

<u>Jackson, Brenda</u>	<u>X</u>
<u>Jeffries, Chris</u>	<u>X</u>
<u>Pajo, Christina</u>	<u>X</u>

Fine Arts

<u>Ahmadpour, Ali</u>	<u>X</u>
<u>Bloomberg, Randall</u>	<u>X</u>
<u>Crossman, Mark</u>	
<u>Schultz, Patrick</u>	
<u>Wells, Chris</u>	<u>X</u>

Health Sciences & Athletics

<u>Hazell, Tom</u>	
<u>McGinley, Pat</u>	<u>X</u>
<u>Rosales, Kathleen</u>	
<u>Colunga, Mina</u>	<u>X</u>
<u>Hicks, Tom</u>	

Humanities

<u>Isaacs, Brent</u>	
<u>Marcoux, Pete</u>	<u>X</u>
<u>McLaughlin, Kate</u>	<u>X</u>
<u>Halonen, Briita</u>	<u>X</u>
<u>Simon, Jenny</u>	<u>X</u>

Industry & Technology

<u>Gebert, Pat</u>	<u>X</u>
<u>Hofmann, Ed</u>	<u>X</u>
<u>MacPherson, Lee</u>	<u>X</u>
<u>Winfree, Merriel</u>	<u>X</u>
<u>Marston, Doug</u>	

Learning Resources Unit

<u>Striepe, Claudia</u>	<u>X</u>
<u>Ichinaga, Moon</u>	<u>X</u>

Mathematical Sciences

<u>Bateman, Michael</u>	<u>X</u>
<u>Boerger, John</u>	
<u>Fry, Greg</u>	
<u>Taylor, Susan</u>	<u>X</u>
<u>Yun, Paul</u>	<u>X</u>

Natural Sciences

<u>Doucette, Pete</u>	<u>X</u>
<u>Herzig, Chuck</u>	<u>X</u>
<u>Jimenez, Miguel</u>	
<u>Palos Teresa</u>	<u>X</u>

vacant

Academic Affairs & SCA

<u>Chapman, Quajuana</u>	
<u>Arce, Francisco</u>	<u>X</u>
<u>Nishime, Jeanie</u>	<u>X</u>
<u>Lee, Claudia</u>	<u>X</u>

ECC CEC Members

<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	<u>X</u>
<u>Panski, Saul</u>	<u>EXC</u>
<u>Pratt, Estina</u>	
<u>Halligan, Chris</u>	

Assoc. Students Org.

<u>Budri, Lala</u>	<u>X</u>
<u>Lopez, Jessica</u>	

Ex- Officio Positions

<u>Shadish, Elizabeth</u>	<u>X</u>
<u>Kjeseth, Lars</u>	<u>X</u>

Guests, Dean's Rep, Visitors:

Connie Fitzsimons (Dean, Fine Arts), Mediha Din (B&SS)

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

The sixth Academic Senate meeting of the Fall 2010 semester was called to order by Academic Senate President Gold at 12:35pm in the Alondra Room.

Approval of last Minutes:

The minutes [pp.5 - 11 of packet] from the November 2nd Academic Senate meeting were reviewed. Mr. Widman noticed a typing error. PDB will be corrected to PBC.

The minutes were approved as amended.

REPORTS OF OFFICERS

President's report – Christina Gold (henceforth CG)

- ⊙ College Council minutes, [See packet pp. 12-13] CG noted that the Council reviewed the Board minutes.
- ⊙ State Academic Senate Plenary Meeting. CG reported that she and Mr. Wells had attended the State Plenary meeting. CG noted that the State Academic Senate president had commended the Compton Senate on its performance and had also praised the ECC Senate for its close work with the CEC Senate. Mr. Panski and Mr. Darwin from the Compton Center had also been present.
- ⊙ Outstanding Adjunct Award Committee. GC said that the packets from the applicants have been received and now a committee needs to be assembled to go through the packets. CG noted that two senators from different Divisions are needed to serve on this committee. The committee will review the packet of each applicant and rank them according to a rubric. There are approximately seven applications. A sign-up sheet for persons interested in serving on the committee was sent around during the meeting.
- ⊙ Adjunct Senator Election. CG reported that Sue Warren of Natural Sciences was the clear winner, but that there had been a tie for second place and so a run-off election would be necessary.
- ⊙ Board of Trustees Meeting, 11/15/10 went on for three hours. The primary topic of discussion was the vacant seat left by Mr. Nate Jackson. Mr. Jackson's family was present and he received some touching tributes. Discussion focused on how to fill the vacant Board Trustee seat. The seat could either be filled by Board appointment OR by election which would cost an estimated \$1 million. It was decided to go with the appointment option. This will be an 8 moth position. The Board will be accepting applications up to the date 2nd December from interested persons living in the Inglewood area. A list of "interview" questions is needed for the applicants, and the Academic Senate and the Union are interested in being part of the team that will develop these questions, especially as regards 10+1 issues. An emergency meeting of the College Council has been called for after today's Academic Senate meeting to develop the questions. CG asked that senators who could think of potential questions should please jot them down during the meeting and she would collect them afterwards.
Ms. Gebert asked what qualifies a person for the position. Mr. Marcoux said one had to live in the designated area and not be a current employee of the district. Mr. Wells asked how the position is being advertised. CG said that community groups in Inglewood would be notified, and that Ann Garten's office would have more ideas. The news would spread via "word-of-mouth" as well. Dr. Arce noted that the news would be published in the local newspapers too. Ms. Jeffries said a potential question could be "What does collegial consultation or shared governance mean to you?" Dr. Nishime pointed out that it might be unfair to expect applicants to have an understanding of college terminology. CG said that the questions should be "user friendly".
- ⊙ "FON" – Full-time Faculty Obligation, [See packet pp. 32-37] CG noted that this had been an item discussed at the Plenary meeting. FON is the minimum number of full-time faculty employed to help achieve the 75/25 ratio. Dr. Arce said that the Full-time Faculty Obligation numbers are based on revenue apportionment. The calculations are made in Fall, and for the last

two years the FON has been frozen. Dr. Arce noted that between 2006-07 ECC enrollment had dropped to 18400 (approx)so our FON fell to 338 and has been frozen at that number for the last three years. By comparison the 2005 FON was 362. When the State revenue recovers and goes up, this number will be adjusted. Our current enrollment is approx 19,000. In 1989 AB 2789 was passed to encourage colleges to make progress toward the goal of having 75% of classes taught by full-time faculty. Currently ECC stands at 63.1% , and the numbers for the CEC are incorrect and therefore unknown. Dr. Arce said that the District tries to stay as close to the requirement as possible, including librarians and counselors. This year the college is anticipating 12 to 14 retirements and this will influence the number of new hires for the next year. The college finds it helpful to know as early as possible about intended retirements, ideally before March of any year. CG noted that the basic principles underlying the FON are laid out on pg. 35of the packet]

- ◎ Calendar Forums. CG noted that the Forums are underway. One was held on November 11th, and the others will take place on November 30th in the ECC Distance Education Room, and at the CEC Student Lounge on December 12th. The meetings will take place from 1-2:00 pm. The objective is to gather information about what the goals for an academic calendar should be and how to achieve those goals.

Dr. Nishime reported that about 55 people attended the first Forum, both faculty and students. She noted it was still difficult to notify students, and encouraged faculty to tell their students of the Forums during class sessions. Ms. Garten has also been asked to put notifications on the portal. Dr. Nishime noted in reply to a question from Mr. Wells, that the college does not use the listserv for these messages, as the listserv is reserved for important announcements re: bills, grades, and enrollment. Mr. Kjeseth asked whether the student government could post to the listserv, and CG said yes, this was an option. Dr. Nishime urged that the student government be selective in what the post there. When asked why, Dr. Nishime said this could be a topic for later discussion. Ms. Budri, of Student Government said she would send some notifications and would talk to Mr. Tyler , and speak to CG after the meeting. Dr. Nishime said that the comments from the Forums would be posted on the IR listserv.

VP Compton Center - Saul Panski (SP)

No report. Excused.

Curriculum Committee – Lars Kjeseth (LK)

[See packet pp.14-19] LK reported that he had received many questions on Course Review, and on working with the documents. LK said that he encourages people to look at the course as a whole, and consult with other in their Divisions. Please send further feedback to LK. The information will also be available from the updated Curriculum Handbook, which is still a work in progress. Mr. Marcoux asked if the Curriculum process tracked what software professors needed for their classes. LK replied in the negative, saying that this was not part of the course outline of record, which only noted what students needed for a course.

VP Educational Policies Committee – Chris Jeffries (CJ)

CJ noted that she had no report, but the Committee is currently working on Program Viability, and CJ thanked Mr. Kjeseth and Mr. Vakil for their help on this matter, and hoped to present the findings soon. The Committee was also now working on the Calendar Procedure.

VP Faculty Development – Cristina Pajo (CP) (Co- VP) and Briita Halonen (BH) (Co-VP)

CP noted that the first webinar “10 Traits of a Great teacher” would be available for viewing, and would remain available for one year online. It was also noted that in the packet [See pg 21] was a flyer for the upcoming “Getting the Job” :Faculty Job Application and Interview Workshop.

VP Finance and Special Projects – Lance Widman (LW)

[See pp.22- 25 of packet and Handout]

LW noted that the PBC Minutes of 7th October 2010 were in the packet, and noted that as the PBC completes its annual self-evaluation and continues to focus more of its time and energies into planning activities, the status of the 2010-11 State budget remains very much in flux with many uncertainties.

LW also said that it was reported last week by the Legislative Analyst's Office in its five-year fiscal forecast that the State's General Fund already has a \$23.8 billion hole in it. This could mean a \$2.2 billion reduction in the 2011-12 Proposition 98 funding level for K-12 and community colleges, resulting in a possible \$255 million reduction in funding available for community colleges next year. The next good news is that there is an 80% probability of mid-year budget changes (cuts) this year. The final bit of upbeat news is that the Legislative Analyst's Forecast shows a \$20 billion operating shortfall in four of the next five years. LW also referred to the handout - a memo from Chancellor Jack Scott to the California Community Colleges on the budget.

LW noted that Governor Schwarzenegger has called a special session of the Legislature in December to talk about how to deal with these issues, but the outlook may be bleak.

Ms. Taylor asked about cuts at ECC, noting that so far cuts had not seemed as extensive as feared in programs like Basic Skills. Ms. Taylor asked if the proposed cuts are equitable across the board? LW said that discussions have not reached that level yet.

Dr. Arce mentioned a bright light in the gloom, noting that we did not budget for growth, but the State budget did allow 2.2% for growth, so we will get an unexpected \$2.5 million, which will help programs. Ms. Ichinaga said she had seen the idea aired that community colleges should increase the cost per unit to \$40, and then might be motivated to do a better job of educating the students, and had there been any discussion of this at the PBC. Mr. Widman said no, but that the idea of raising tuition had been a recommendation for several years now. It was noted that other states charge up to \$70. per unit. Mr. Marcoux noted that fee increases would not go into the ECC account, but into the General Fund.

VP Legal – Chris Wells (CW)

CW said he had attended the Plenary Meeting with CG, and had come away confused by all the contradictions expressed. CW noted that all the breakaway sessions are available online, and there were some interesting issues to explore, including talk on excessive units, Title IV reviews that some schools have undergone, relating to lab and online courses, ensuring the percentage of PE and activity classes are in proportion to school size, and SP 1440 and the idea of "double counting" which many schools are doing.

REPORTS OF SPECIAL COMMITTEES

Academic Technology Committee – Pete Marcoux (PM)

[See packet pp. 30-40] PM noted that there are two technology committees on campus: the College Technology Committee which deals with all technical concerns on campus, and the Academic Technology Committee, which focuses on academic needs, mainly academic software. If you wish to be a part of these committees please email PM, they meet approx twice a semester. The Academic Technology Committee, chaired by Dr. Rapp and Mr. Noyes, last met on November 4th, and discussed the changes to be instituted by Mr. Wagstaff of ITS, and the difficult issue of getting a stable, solid budget. Mr. Wagstaff has historically been paying for software from the ITS budget, so the theme of the meeting focused on ideas to streamline software budget purchases. Software needs must be noted in Plan Build. Mr. Marcoux noted that approx \$350 thousand per year is spent on software, so streamlining purchases might result in

our getting a better price. The plan is to buy Utility software for the classrooms, which will make it easier to manage classroom computers, by handling projectors, sound, and individual student computers in the room.

OFFICER NOMINATIONS

CG announced that the following Senate positions would be coming up for nomination soon, and that she would get position descriptions for perusal:

VP, Educational Policies
VP, Faculty Development
VP, Finance and Special Projects
VP, Legislative Action

UNFINISHED BUSINESS

Academic calendar Resolutions – Chris Gold (CG)

[See packet pg.30] CG noted that this would be the second reading of the Winter Session resolution. CG Said that the first reading had comprised two resolutions – the Winter Session resolutions and an Academic Calendar Procedure Resolution, however it had been decided to set the last mentioned aside as unnecessary as the Ed Policies committee is presently discussing the Calendar procedure.

CG called to the Senate’s notice the fact that the resolved area now carries more names as the ASO and Federation had shared the Senate’s concerns and contributed to the discussion and formulation of the resolution, and so their names were added.

Changes in the 4th and 6th Whereas areas were added at the request of the Feseration.

The ASO and Federation will also be looking at this document with their own constituents, and will be voting on the matter as the Academic Senate will be doing today.

Ms. Jeffries made a motion to accept the resolution, seconded by Mr. Wynne, CG then opened the floor to discussion. CG said she thought it was to help make the organizational side run more smoothly. Dr.

Nishime said that was one reason, but there were more. Dr. Nishime cited FTES issues, and finding more creative ways of offering the curriculum (for instance, the formation of a Fast Track program), also the demographics of the neighborhood are changing -with the elementary school population dropping in number, our student population will also eventually drop and we must be looking at the future and try and be nimble. Dr. Nishime stressed that the dialogue is important and that no changes would be made for at least two years while the dialogue continues and is analyzed.

Mr. Wells asked if this meant the college is also looking at other calendars. Dr. Nishime said many possibilities were being considered. Mr. Marcoux said that three names were currently on the Resolution, but what would happen if one body voted against proceeding. CD said that their name would be removed from the Resolution. CG urged the Senators to consider this from the perspective of the Academic Senate and its 10+1 responsibilities and what the proposals would mean to student learning. Mr. Ahmadapour said that judging from the first Forum and other discussions, it seemed there was strong support for the Winter session from students and teachers. Ms. Budri asked whether there had been any discussion on offering more lab courses in Summer if Winter were eliminated. Dr. Nishime said that a longer summer would lend itself to offering more courses in the sciences. CG asked whether the proposed longer Summer session would offer 3 sessions – two 6 week session and one 12 week session. Dr. Nishime said probably two six week and one 8 week session. Ms. Jeffries remarked that as we already offer 8 week sessions in Summer there seemed no reason we could not offer lab courses now.

A motion was made to approve the resolution as written and it was unanimously approved.

INFORMATION ITEMS – DISCUSSION

AP 4026 Philosophy and Criteria for International Education/International Education Procedure

[see packet pg. 31]] CG asked for feedback on this, noting the format came from a CCLC template. The CCLC has a series of templates/outlines for local colleges to use when starting to develop their policies and procedures.

CG noted that the background for this discussion was the cancellation of the Atlantis grant. Mr. Marcoux asked if there was not a policy for these situations, and, if not, whether we should send the matter on to the Ed. Policies Committee.

Dr. Arce said that ECC does already have a policy – BP 7400 which states that Board approval is needed for overseas travel, and that there was currently a moratorium on overseas travel for faculty. Mr. Wells remarked that his issue was currently playing out at a lot of colleges as evidenced by the talk at the Plenary session.

CG agreed, noting that much of the discussion focused on the issue of international students. The philosophy at hand, though, is intended to focus on more global and international outlooks. Ms. Jeffries said the document seemed fuzzy to her, with no teeth. Mr. Ahmadapour wondered whether this addressed study abroad, and CG said that bullet point 3 in the first section covered study abroad.

Dr. Arce noted that all study abroad programs must be pre-approved by the Board. Dr. Arce noted in response to a query, that there are no Winter study abroad programs, and that the reason is mainly budgetary, noting also that we should be a role- model for the community and not flaunt wealth and privilege, but be sensitive to the climate of the times. When the economy recovers and we are in growth mode, the campus can revisit the issue. Mr. Marcoux said it could be counter- argued that other international economies are experiencing problems as well, and it could benefit our students to be exposed to these realities. Mr. Wells noted that many colleges are setting up international centers abroad and teaching their local curriculum there.

Mr. Ahmadapour noted in response to Dr. Arce's earlier remarks that on the one hand ECC advocates global awareness, but in practice we turn away from the ideals.

Dr. Arce said he had been influenced by a book titled "Does Fidel Castro Eat More than my Father?" and repeated that in the public sector we must be sensitive to perceptions. He does not dispute the value of international education, but given the times, he felt slowing down was symbolic and a cautious move. Mr. Kjeseth noted that there was also a flip side in that in tough times one benefit of international study was the hope and opportunity it could provide faculty and students and that it was important to engage with these opportunities. Mr. Kjeseth also felt the document reads more like a Policy than a Procedure and felt it should be rewritten and revisited., suggesting it be put on the slow track for lots of discussion with the Ed. Policies committee. Mr. Wells said the State was also creating their own policy on this matter. Mr. Marcoux asked if the perceptions of Dr. Arce had also been conveyed to the Study Abroad Committee, and Dr. Arce said yes, he had had discussions with Dr. Miranda and the Committee had seemed agreeable. Dr. Arce also noted that ECC had cut over 800 sections in recent years. CG noted that she had come across an interesting item at the recent Board of Trustees meeting on an item detailing sending a recruiter abroad to the cost of \$17thousand and how this played into the issue.

Dr. Nishime acknowledged that the notion of recruiting abroad was an issue to wrestle with. The ECC goal is to have 1000 students, and these students to not count for FTES, so ECC gets to keep all the tuition monies which add some \$3million to the revenue source of the college. So while we do expend \$17thousand, we do get a lot of return on the money. Mr. Marcoux noted that having the international students added a great dimension to our classes as well. Mr. Ahmadapour said it was his experience in Vietman that it was quite an easy matter to recruit students. CG asked if we used recruiting companies. Dr. Nishime said yes, we did use recruiting agencies and they get a \$500. cut. Santa Monica College has the largest international student group in the state at 3,500 students.

AGENDA ITEMS FOR FUTURE MEETINGS

CG noted that this is an overlooked area and repeated that items for consideration for the agenda could be emailed to her, or could be brought up at the end of the meetings.

Ms. Ichinaga had an announcement re: the Chris Montez concert on the 19th November (Friday) The library was encouraging faculty to purchase tickets as the proceeds would go to getting books for the library Textbook Collection – which was an especially heavily used collection in these tough economic times. The tickets cost \$25. Or \$20 with ASB

Dr. Nishime announced that the Accreditation Visiting Team would be on the campus Monday 22nd November. She had no details on the visit, or who the team might wish to speak with. CG noted she would be speaking to the team. The team would be lead by Bill Scroggins and Ray Reede.

PUBLIC COMMENT

None

ADJOURN

The meeting adjourned at 1:58pm.

Cs/ecc2010

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 15, 2010

Present: Francisco Arce, Christina Gold, Irene Graff, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, and Arvid Spor.

1. Our Accreditation Follow-up visit is on Monday, November 22nd.
2. Board Agenda
 - a. Presentation to Dr. Jackson: Family members will be present for presentation of plaques and proclamations.
 - b. We are having a Public Hearing for Declaration of Vacancy of board seat in Trustee Area 1.
 - c. Page 19: ECC Annual FTES Goal and Actual Earned, including 2010-2011 Projection – Revised September 23, 2010. We are not sure if our total FTES of 19,400 will hold.
 - d. Page 20: Compton Center Update of 5-Year FTES Recovery Plan. We will be above 6400 FTES for the Center without borrowing.
 - e. Page 45, item A6: Special Assignment. It was reported that this has been set-up as an overload. This will be corrected in the next Board agenda.
 - f. Page 70, item B: Board of Trustees Evaluation and Goals for 2009-2010. The Board will review their evaluation and have the opportunity to set their goals.
 - g. Page 74: Committee of the Whole. This is Parliamentary Procedure and no action can be taken. President Fallo can poll the Board to find out how they want to go about filling the Board vacancy. The Board can appoint, order an election, or they could let time expire and the County would order an election. We will determine how much an election would cost. There are two holidays between now and January 13th. You can't extend the time due to holidays. Dr. Jackson's seat was scheduled for the next regularly scheduled election on November 8, 2011.

Agenda for the November 22, 2010 Meeting:

1. Minutes of November 15, 2010
2. Board Policy and Administrative Procedures 5055 – Enrollment Priorities
3. Board Policy 2350 – Speakers
4. CCLC Sample Procedure – 4026 - Philosophy and Criteria for International Education
5. College Council minutes
6. Develop objectives for College Council Goals 2010-2011
7. Designated smoking areas

College Council Goals 2010-2011

1. Continue to improve internal college communications.
2. Increase the amount of recognition for work well done.
3. Continue to incorporate evidence-based decision making when evidence is available.
4. Communicate accreditation eligibility issues facing the College throughout the year.
5. Support, review, and discuss results of a Student Campus Climate survey.
6. Define and discuss the issue of employee morale and student satisfaction at both locations. Support initiatives to improve employee morale and student satisfaction as defined by campus discussions.
7. Complete 10 + 1 policies and accompanying procedures.
8. Continue to build a sense of community.

CurricUNET SLO Module Training Dates:

Please be reminded that the CurricUNET SLO module trainings are still available. Starting in the Spring all **SLO documentation will be submitted through CurricUNET**. Here are the remaining training dates:

Thurs., 12/2 (1-2pm)

Wed., 12/8 (11:30-12:30pm)

Thurs., 12/9 (12-1pm)

Fri, 12/10 (9-10am, 1-2pm)

Tues., 12/14 (1-2pm)

Please sign up in advance through the staff development office at the following link: [Register Now!](#)

Instructions on How to View Your SLOs Using CurricUNET:

In addition if you are **preparing your syllabus** for next semester, you may look up your SLOs on CurricUNET. Here are the steps:

1. Go to <http://mail.elcamino.edu/exchweb/bin/redirect.asp?URL=http://www.curricunet.com/elcamino>.
2. Log in with your MyECC login name and the password "changeme" (unless you have changed your password).
3. Click on the "SLOs and Assessments Home" link.
4. Click on "Academic SLOs and Assessments."
5. Under "Manage Assessments," click on "Course-Level Assessments"
6. Choose the program and course from the drop down menu.
7. Your course SLOs should appear.

Note: If your course SLOs do not appear, you may access them the "old-fashioned way" through MyECC. Log in to MyECC, click on the "SLOs" link on the bottom of the page. Then on the next page choose your division and the documents are listed by course name. If you need help, please contact me or your division's SLO facilitator (you may find the names and contact information here: <http://mail.elcamino.edu/exchweb/bin/redirect.asp?URL=http://www.elcamino.edu/academics/slo/contact.asp>).

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November 12, 2010

Dear Colleagues:

Informed budget watchers knew we were not out of the woods yet, but this week brought troubling news of just how large the state's remaining fiscal challenges are. On Wednesday, the Legislative Analyst's Office (LAO), the Legislature's nonpartisan budget and policy advisor, released its annual *Fiscal Outlook* which provides an assessment of the state's current fiscal condition as well as a five-year economic and budget forecast. In the report, LAO projects that, absent corrective action, California will face a two-year budget shortfall of \$25.4 billion. Of this amount, \$6.1 billion is attributed to 2010-11 and \$19.2 billion is attributed to 2011-12. In reaction to this news, Governor Schwarzenegger announced that he will call for a special session of the Legislature to address the current-year shortfall. More details are provided below.

LAO Fiscal Outlook

As noted above, the LAO projects a \$25.4 billion budget shortfall over the 2010-11 and 2011-12 fiscal years, combined. Of this amount, \$6.1 billion is projected for the current year, despite the ink on the current-year budget barely having dried. The cause for the major deterioration in the current year includes a variety of unrealistic revenue and expenditure assumptions that were included in the budget package adopted just a month ago. Major items include:

- Federal revenues overstated by \$3.5 billion
- State General Fund revenues overstated (combined total of \$447 million over two years)
- Underestimated prison costs of \$965 million
- Loss of \$800 million due to passage of Proposition 22 which prevents the state from borrowing from local governments
- Overestimated local property tax revenues (combined total of \$400 million over two years)
- Underestimated Medi-Cal costs of \$400 million
- Underestimated In-Home Supportive Services costs of \$195 million

For 2011-12, LAO projects the current-year liabilities will roll forward and be compounded by the expiration of a number of temporary budget solutions used in 2010-11. These include:

- Expiration of \$8 billion in temporary tax increases agreed to as part of the 2009-10 state budget
- Phase out of \$4.5 billion in one-time federal funds used to balance the current-year budget

For 2011-12, LAO estimates that the constitutional Proposition 98 minimum funding guarantee will decline by \$2 billion compared to funding levels provided to K-12 schools and community colleges in 2010-11. This drop is due to the effect of declining State General Fund Revenues on the Proposition 98 calculation. It is important to note that LAO uses this lower Proposition 98 funding level in their forecasts, meaning that a \$2 billion cut is built into their baseline projections. If the Legislature and Governor want spending cuts to K-12 schools and community

colleges to “contribute” to closing the \$25.4 billion gap, they will need to cut Proposition 98 by even more than \$2 billion.

LAO advises the Legislature to take a multi-year approach to tackling this budget gap. Specifically, they recommend using a combination of ongoing and one-time solutions to balance the budget in 2011-12, then adding more ongoing solutions in 2012-13, and so on over several years until the state budget has been brought into full alignment. In addition, LAO urges that added revenues be included as part of the overall package. Among revenue solutions, they recommend that the Legislature consider limiting tax breaks, extending temporary taxes, charging additional user fees, and making changes to corporate tax structures.

Taken as a whole, LAO’s report offers a sobering assessment that suggests California’s biggest budget challenges are still ahead of us. At this time, we are still working with LAO to fully understand the details behind the *Fiscal Outlook*. In particular, we are seeking additional information on their downgraded local property tax revenue estimates which could have a material impact on the community colleges. We will provide additional information on these forecasts as needed.

An LAO handout outlining the Proposition 98 implications of the *Fiscal Outlook* forecast is attached to this email. The full LAO report is available at:

[://www.lao.ca.gov/reports/2010/bud/fiscal_outlook/fiscal_outlook_2010](http://www.lao.ca.gov/reports/2010/bud/fiscal_outlook/fiscal_outlook_2010).

Governor Calls for Special Session on Budget

Following LAO’s release of the *Fiscal Outlook*, Governor Schwarzenegger announced that he would call a special session of the Legislature to begin on December 6, the day that newly elected legislators are sworn in. This will be the eighth special session on the budget that the Governor has called in the past seven years. While the Governor has not yet released any specific budget proposals, his press releases on the special session indicate that he will be proposing budget cuts to bridge the \$6.1 billion current year shortfall.

The Department of Finance, which is working closely with both the outgoing and incoming Administrations, will play a key role in shaping the special session budget proposals. So far, legislative leaders have provided little public reaction to the proposed special session or announced how they plan to approach the budget problem.

Implications for the Community Colleges

While it is too early to know how the Legislature and the incoming Brown Administration will react to these developments, it safe to say that the information included in the LAO report increases the probability of cuts in both the current year and budget year. The specific fallout for the colleges will depend on a number of factors, including how much of the budget problem state leaders choose to tackle in the current year as well as the extent and timing of revenue solutions.

In any event, it is hard to imagine a scenario that does not include significant negative consequences for the community colleges. Accordingly colleges should be prepared for the likelihood of mid-year cuts in the current year. A realistic scenario is that the Legislature would take back the \$126 million in enrollment funding provided as part of the recently enacted 2010-11 State Budget. For the budget year, even under the LAO's baseline scenario, community colleges would likely face cuts of over \$230 million (based on the colleges' proportionate share of Proposition 98 funding). Again, there is much we do not know about how this will play out, including the extent to which new revenues might mitigate program cuts; however, districts are well advised to prepare for budget reductions.

If there is any good news to share, it is that state leaders are well aware of the important role community colleges are playing to provide the education and training Californians need to achieve their workforce, basic skills, and transfer goals. As long as we can maintain the focus on the colleges' contributions in these areas, we will fare no worse than other sectors of the state budget and better than most. In the coming months, our advocacy—both at the state and the local level—will be key as we work to limit the negative impacts on our system.

As the situation unfolds, we will continue to keep you posted.

Regards,

Erik Skinner

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Jack Scott, PhD
Chancellor of the California Community Colleges
California Community College League Conference

Pasadena, California

18 November 2010

Where We Have Been, Where We Are, and Where We Want to Be

Introduction

I want to thank the Community College League for inviting me to give this keynote address at their annual conference. I recall standing before you two years ago; at that time I was concluding my career in the California State Senate and had accepted the challenge of becoming the Chancellor of this great system, the California Community Colleges. It has truly been a rich and fulfilling experience. Yes, we have gone through some tough times, but the cause is great, and I continue to find the people involved in this enterprise among the very best.

Today I have chosen to tackle a most ambitious topic: Where We Have Been, Where We Are, and Where We Want to Be.

Where We Have Been

First, why turn to the past? Confucius said it well 2,500 years ago: "Study the past if you would divine the future." And the great American novelist, William Faulkner, penned these words: "The past is not dead. In fact, it's not even past." Both these men speak powerfully about the continuity of the past into the present. And, indeed our community colleges have had a glorious history.

A few months ago, I proudly joined many others at Fresno City College to celebrate their 100th Anniversary. Fresno City College was the first community college in California; 20 students and six instructors marked its beginning in 1910. Soon other community colleges, known then as Junior Colleges, began at places such as Fullerton, Los Angeles, San Francisco, Pasadena, Sacramento, and San Diego.

At first, these Junior Colleges were primarily transfer institutions, providing the first two years of a college education. But gradually vocational programs became an important staple of these colleges.

Dramatic growth marked community colleges in California in the first half of the twentieth century. An important milestone during this time was the G.I. Bill following World War II that encouraged thousands of returning veterans to seek higher education.

I want to note three key dates for California Community Colleges in the last fifty years.

- In 1960, California adopted the Master Plan for Higher Education. This plan clearly defined the role for the three segments of higher education: The University of California, the California State University and the California Community Colleges. It outlined the transfer and vocational functions of community colleges and specified that the community college should be open to any high school graduate.

- The next landmark was 1978- the passage of Proposition 13. This proposition sharply reduced property taxes. It also removed the taxing authority of community college boards of trustees, thus centralizing the funding of our colleges at the state level.
- And, third, there was the passage of Proposition 98 in 1988. This complicated law ensured that the K-12 education and community colleges would receive at least 40% of state revenues. Unfortunately, Proposition 98 has tended to be a ceiling rather than a floor for state funding of education.

I hurry along toward the present, although many hours could be spent describing the extraordinary history of California community colleges. Growth has continued to characterize our institutions. Looking at the last fifteen years, we have increased by 44% in this period of time. We reached an all-time high of 2.89 million students in the 2008-09 year.

Where We Are

That brings us to the present day; that is the *status quo*. An old farmer once defined the *status quo* as being Latin for the mess we are in. And indeed we are in a mess.

In the 2009-10 academic year, we experienced an 8% cut in our funding. This is by far the harshest cut we have received in my memory. What has been the result of this reduction? Thousands of students have been turned away because our colleges have been forced to cut classes. And yet this is the very time when people are looking to our colleges for job training in a horrific recession. It also was the time the graduating class in California high schools in 2009 was at an all-time high.

Fortunately, the 2009-10 state budget is somewhat better with no cuts to community college funding. However, the 2.2% funding for enrollment growth promised to our colleges is deferred until the next budget year. And the Legislative Analyst told us last week that this year's budget has a \$6 billion deficit and the 2011-12 budget will have a \$19 billion deficit. Unfortunately, the possibility of mid-year cuts becomes ever more likely. As Bette Davis famously said in *All About Eve*, "Fasten your seat belts; it's going to be a bumpy night."

However, I must say that I am deeply proud of how heroically our colleges have responded to this budget crisis. Faculty members have filled their classes beyond enrollment limits, teaching more students than ever before. Undermanned administrators, counselors, and classified staff have served valiantly. Trustees have managed inadequate and delayed revenues. All of our 72 districts have somehow avoided bankruptcy. I think all of you are familiar with the difficult situation, so I am now going to turn to the future lest this become a protracted crying session.

Where We Want to Be

After discussing the past and present in California community colleges, let's focus on the future.

What do we want to be? Let me share with you what I would like to see the California community colleges become a decade from now.

Frankly, I do not see our essential mission substantially changing. Fifty years ago the historic Master Plan for Higher Education in California called upon community colleges to provide the first two years of higher education and to provide vocational education, now called career technical education. This remains a great directive for us to pursue today.

However, there are definite changes that are needed in order for us to fulfill our potential. So here is the vision of what I believe we want to be.

- First, we must have top quality buildings and equipment to meet the educational needs of three million plus students that will enroll in our classes in 2020. New buildings must be constructed and older buildings must be modernized. And these buildings must have the educational equipment and technology that our modern age demands.
- Second, we must have the resources necessary to employ and adequately compensate highly qualified personnel: faculty, student service professionals, competent administrators and classified staff. Education is primarily an enterprise of human interaction. In the past few years, our community college students have been shortchanged in this respect. Certainly it has not been because of a lack of dedication on the part of our present faculty and staff. But the recent cuts in funding have led to a reduction in number of classes offered, a shortage of counselors and other student services personnel, and an inability to hire the full-time faculty that we need. In 2009-10, it is estimated that 140,000 students were turned away from our colleges because of a lack of classes. This is a personal tragedy for these students. But it is also a tragedy for the future of California because we will have failed to train the educated personnel needed to fuel the state's economy. We must reverse this trend in the next decade.
- Third, I also envision that those three million plus students we will admit ten years from now will be more successful in completing their goals. Access is not enough; success must be our mantra. This is a national goal, and all of us should enthusiastically embrace this goal.

Well, that is a brief outline of our vision for the future. But the real question becomes: How do we achieve such a vision? I once heard that it is not enough for a leader simply to point to the light at the end of the tunnel; he or she must also tell how to navigate the tunnel. In other words, how can California community colleges achieve this dream for the future in these difficult times?

Number one, we must aggressively seek additional resources. Make no mistake: money does make a difference. Just as a car must have fuel, our colleges must have funding. The cuts I have already cited have clearly reduced our ability to perform at full capacity.

So we must be unrelenting in presenting our case to the state of California. I pledge my continuing advocacy in the State Capitol on your behalf. I am ably joined by the efforts of the Chancellor's staff, such as Vice Chancellors Erik Skinner and Marlene Garcia. I also applaud the capable efforts of Scott Lay – CEO of the California Community College League – and the capable advocacy of other community college organizations as well.

But we also need the grass root efforts by each of you in your community. Make visits to the offices of your legislators, whether you see them in the district or in Sacramento. Better yet, bring your legislators

to your campus. Show them your career technical programs that are training people for jobs in your area. Quote the statistics of the number of students in your college and the number that are enrolled from their districts. Tell them your success stories, of the many students from your college who successfully transfer to universities and receive their bachelors degrees.

In a recent conversation with a newly elected Assemblymember, Das Williams, he told me he was a homeless youth when enrolled in Santa Barbara City College. After a successful stint at this community college, he transferred to UC Berkeley and received his bachelor's degree.

You can imagine his enthusiasm for community colleges. Your legislator may not have had such a close connection to your college, but my guess is that you can discover a connection to the legislator's children, neighbors, or mends if you will explore the matter.

However, we must not only ask for state funding, but there are other sources of funding we should seek. For instance, federal funding is a possible source. In my recent visit at Butte College, I discovered that through solar power this college will be energy independent by May 20 11. How did they accomplish this? Largely through federal dollars. In the last five years, they have received federal grants totaling over \$22 million.

Other California community colleges have received federal grants for veteran's centers, career technical equipment and many other projects. Next week, the Chancellor's Office is hosting over 50 community college personnel to listen to an official from the National Science Foundation to assist them in getting NSF grants.

Another source of alternative funding are businesses that can and will contribute to our career technical programs. I recently visited China at the request of Chinese educational officials who wanted to learn more about American community colleges. In my visit to Ningbo Technical College, I walked into a room of 15 to 20 sophisticated digital manufacturing machines; their value must have been several million dollars. I was told that a local manufacturing company had donated all of this equipment. Why? Because Ningbo provides trained personnel to this company.

The same is true in California. Hospitals, machine shops, printing concerns, and many other companies are dependent upon our training programs. Surely, in these difficult times, we can ask for donations of equipment. But let me give you an obvious clue: You don't get, if you don't ask.

This is also true of our college foundations. Creative campaigns to raise money can be targeted to the interests of donors, whether that interest is in athletics, art, scholarships, childcare or nursing. Two years ago, the Osher Foundation gave California community colleges \$25 million for scholarships for needy students. Also, they have generously offered to give us another fifty cents for every additional dollar that colleges raise for scholarships.

Too often we simply bemoan our fate and wish the state would give us more money. Sadly, I must warn you that the present lack of state funding will probably be with us for some time.

That state funding will continue to be a problem does not mean that we shouldn't keep up the pressure on the state. We are a great cause, and we deserved adequate funding. But we must also aggressively

seek funding from other sources. Now is the time for us to become even more creative and entrepreneurial; we must capitalize on many sources of funding.

The second way for us to realize our dream is to prioritize. Let me illustrate. If you experience a personal loss of income, what do you do? You review your expenses and determine your priorities. Suddenly a vacation at the beach or a stay-home vacation replaces a trip to Paris. You eat out less frequently; you may even move to less expensive housing.

Just as a personal loss of income demands setting priorities, so does a loss of income for a community college demand setting priorities. In the past, our community colleges have answered many community needs. But, frankly, we cannot do everything in this financially tough time. And the way to cut is not to cut across the board. Rather it makes sense to determine what is essential and then eliminate programs that may be good, but not essential.

This is particularly true of our course offerings. A word of warning: there are already some outside the system who are making radical suggestions about curriculum cuts we should make. In the 2009 budget battle the Legislative Analyst recommended that all of our P.E. classes be funded at a non-credit level. We resisted that recommendation and fortunately won that battle. But the legislature made it clear at that time that it was their intent that we not cut transfer, career technical, and basic skills courses. The truth is that if we don't prioritize, the legislators will do it for us. And I am convinced that we know our community better than the Legislature and can make reductions that are more appropriate.

Actually we have a unique opportunity. Now is the time to look at the total college operation and determine what is truly important. Yes, I realize that every class, every program has its constituency and complaints will inevitably arise every time you make a cut. But don't simply keep the classes or programs based on who makes the most noise. It has been said that a crisis is a terrible thing to waste. So now is the ideal time to set priorities and make the appropriate reductions so that you are prepared to fulfill the true vision of your college in the coming decade.

Finally, in order to become what we want to be, California community colleges must improve student success. We are justly proud of the access afforded to the students in our institutions. Last year, California community colleges enrolled 2.75 million students; we are the largest system of higher education in America by far. But it is disturbing to learn that only 30% of our degree-seeking students had received a degree or a certificate or had transferred within six years. This alarming statistic received a great deal of publicity in a recent study entitled "Divided We Fail" by the Institute for Higher Education Leadership and Policy at California State University, Sacramento.

I realize that we can cite some understandable responses to this statistic. After all, we admit the most vulnerable students. I sometimes point out proudly that we admit the upper 100% of high school graduates plus many adults who are entering college after many years out of the classroom.

But I believe we will make a serious mistake if our main response to this challenge is defensiveness. Instead, we should enthusiastically adopt reform measures that will improve students' success.

No other topic presently engages the community colleges in our nation more than the subject of student success. I recently attended a conference in Washington, D.C., sponsored by the American Association of

Community colleges that focused entirely on the completion agenda. It is the number one subject among community college trustees, presidents, and faculty. Candidly, it is always better to get on board the train than to be run over by it.

What are we doing in the Chancellor's Office to address student success?

First, we were deeply involved in the passage of Senate Bill 1440, a historic measure that will ensure more effective transfer and also increase the number of our students receiving the Associate Degree. This bill required every community college in our state to have a Transfer Associate Degree of no more than 60 units. The General Education requirement of 39 units will coincide with California State University (CSU) requirements. In turn, CSU will guarantee junior class standing to our graduates with that degree and will require no more than 60 additional units to receive the bachelor's degree.

Because of this increased efficiency, it is estimated that 55,000 more community college students and 15,000 more CSU students can be educated at the same cost as now.

But perhaps of equal importance to student success is the passage of another measure, Senate Bill 1143. What does this bill do? It calls upon the Board of Governors to appoint a blue ribbon task force to study and recommend concrete ways to improve student success in California community colleges. This task force will be composed of representatives from all constituencies in our colleges and also have representatives from the world of business, government, public schools, and academic researchers.

This task force on student success will receive input from our community colleges as well as information about best practices from other states. This task force will present its recommendations and implementation strategies to the Board of Governors in January 2012. The approved plan will then be presented to the Legislature by March 2012.

This task force will build upon work already done on student success, including the great work recently done by the Commission on the Future sponsored by the Community College League. Although the task force will be limited to 20 members, there will be subcommittees formed specializing in such areas as basic skills, financial aid, student support services, and instruction strategies.

This is a real call to action. We need to embed a culture of student success in all of our community colleges. To become a model of student success, we will institute effective policies, implement the best practices, and eliminate barriers that might inhibit us from reaching our goal.

Conclusion

In this brief period of time, we have reviewed where we have been, where we are, and where we want to be. Undeniably, we have a rich, century-long history of accomplishment upon which to build. We have presented a picture of where we are--the difficult challenges that confront us. And I have tried to articulate where we want to be, a vision of the future with major recommendations of how to turn that vision into a reality.

The implementation of that vision is not easy--no great venture ever is. But considering the ability and commitment of trustees, administrators, faculty, and staff in our colleges, I know we will succeed.



Item	REVISED BUDGET		
	2008-09 REVISED ENACTED BUDGET	JULY 2009-10	2010-11 BUDGET ACT
General Apportionment			
Base Apportionment (incl: GF, P-Tax, Fee)	5,727,059,000	5,840,559,000	5,700,918,000
General Apportionment reduction		(120,000,000)	
Property tax shortfall	(42,800,000)	(53,402,000)	a
Enrollment Fee shortfall		(21,247,000)	b
Other technical reductions		(20,000,000)	
Apportionment Structural Shortfall	(41,200,000)	(41,200,000)	c
Enrollment Fee Increase (\$20 to \$26)		80,000,000	
	5,643,059,000	5,664,710,000	5,700,918,000
Cost-of-living adjustment	0	0	- f
Growth for Apportionments	113,500,000	0	126,000,000
Total General Apportionment	5,756,559,000	5,664,710,000	5,826,918,000
Categorical Programs			
Academic Senate for the Community Colleges	467,000	318,000	318,000
Apprenticeship	14,641,000	7,174,000	7,174,000 f
Basic Skills	33,100,000	20,037,000	20,037,000
Career Technical Education	20,000,000	48,000,000	20,000,000 g
Child Care Tax Bailout	6,836,000	3,350,000	3,350,000 f
Disabled Students Programs and Services	115,011,000	69,223,000	69,223,000 f
Economic Development	46,790,000	22,929,000	22,929,000
EOPS	106,786,000	64,273,000	64,273,000 f
CARE	15,505,000	9,332,000	9,332,000 f
Equal Employment Opportunity	1,747,000	767,000	767,000
Foster Care Education Program	5,254,000	5,254,000 d	5,254,000 d
Fund for Student Success	6,158,000	3,792,000	3,792,000
Matriculation	101,803,000	49,183,000	49,183,000 f
Nursing	22,100,000	13,378,000	13,378,000
Part-Time Faculty Compensation	50,828,000	24,907,000	24,907,000
Part-Time Faculty Health Insurance	1,000,000	490,000	490,000
Part-Time Faculty Office Hours	7,172,000	3,514,000	3,514,000
Physical Plant and Instructional Support	27,345,000	0	0
Special Services for CalWORKs Recipients	43,580,000	26,695,000	26,695,000
Student Financial Aid Administration	51,269,000	52,884,000 d	54,995,000 d
Telecommunications / Technology Svcs / C.V. U	26,197,000	15,290,000	15,290,000
Transfer Education and Articulation	1,424,000	698,000	698,000
ONE-TIME: ARRA - FED FUNDS 09-10 AND P-98 STATE GF 10-11		35,000,000	- e
ONE-TIME: ECONOMIC DEVELOPMENT P-98 STATE GF			- h
Total Categorical Funds	705,013,000	476,488,000	415,599,000
Ongoing Funds Subtotal	6,461,572,000	6,141,198,000	6,242,517,000
One-Time Funds			
Physical Plant & Instructional Support SB 1133	10,000,000	-	-
Career Technical Education SB 1133	38,000,000	0	48,000,000 g
Mandate / Unrestricted Expenditures Prop 98 Settle-Up (AB 1610)			22,300,000 i
One-time Funds Subtotal	48,000,000	0	70,300,000
Miscellaneous (Non-program) Items			
Fiscal Crisis Management Assistance Team (FCMAT)	570,000	570,000	570,000
Mandates (6870-295-0001)	4,004,000	3,000	9,545,000
STRS Payments for CCC Employees	89,173,000	95,524,000	97,455,000
Lease-Purchase Bond Payments	68,100,000	66,829,000	68,866,000
Lottery	164,170,000	148,679,000	153,182,000
Total State-Determined Funding	6,835,589,000	6,452,803,000	6,642,435,000
Funded FTES	1,205,390	1,161,806	1,187,482
Prop 98 (Local) Ongoing Funding per FTES	5,361	5,286	5,257
Prop 98 (Local) One-Time Funding per FTES	40	0	59
Funding per FTES	\$ 5,671	\$ 5,554	\$ 5,594

YELLOW HIGHLIGHT - Per Budget Act these programs operate under categorical flexibility provisions

a 2009-10 Property Tax Shortfall calculation \$53.4 million (\$116.7 M - \$5.0 M PY balances - \$58.3 M 1% growth redirected)

b Shortfall attributed to increased BOG waiver and revised estimate of fee revenue

c Structural Shortfall attributed to \$80 M base reduction 2007-08; translates into insufficient resources to fund restoration

d Program EXEMPT from cuts in 2009-10 and 2010-11.

e 2009-10 Federal ARRA funds; 2010-11 State General Fund Proposition 98 VETOED (AB 1610)

f Negative COLA -.38%. BUDGET ACT REJECT APPLYING NEGATIVE COLA

g 2010-11 Two appropriations: SB 1133 \$48M & \$20M CDE Budget (6110-170-0001). NOT SUBJECT TO CATEGORICAL FLEXIBILITY

h Economic Development VETOED (AB 1610)

i Amount dependent upon P-98 split. First call on \$\$ to mandates then unrestricted expenditures



E-mail: info@cccvision2020.org
Website: www.cccvision2020.org

COMMISSION RECOMMENDATIONS

Leadership & Accountability

- ✓ *Visible, high-level leadership across districts and colleges is essential for student success.*
- ✓ *A longitudinal student record system should be developed that allows student progress to be monitored from elementary-secondary education into and through postsecondary education and into the workplace.*
- ✓ *The system should regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.*
- ✓ *System and institutional research should focus more directly on core issues of teaching, learning and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.*
- ✓ *Statutory, regulatory and administrative requirements should be examined to ensure that services improve student success and increased course completions are supported and encouraged.*
- ✓ *Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty and staff.*

Intense Student Support

- ✓ *Students should be required to participate in integrated student support, assessment, counseling and orientation, and enroll in courses according to well publicized and strictly-enforced registration deadlines.*
- ✓ *Through a statewide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school.*

COMMISSION RECOMMENDATIONS

Teaching & Learning

- ✓ *Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or “momentum points” leading up to and including completion.*
- ✓ *Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.*
- ✓ *Establish transfer associate degrees that guarantee admission to all four-year universities with junior standing, as part of a universal statewide articulation system.*
- ✓ *Schedule classes in an inter-departmental manner with the goal of meeting the needs of first-time entering students, promoting full-time enrollment, and enhancing program completion.*
- ✓ *Expand the awarding of credit for demonstrated competency and knowledge using multiple assessment instruments as determined by faculty.*
- ✓ *Encourage (or require) faculty candidates to demonstrate knowledge of effective teaching and learning techniques, particularly in the basic skills subject areas.*

Finance & Affordability

- ✓ *Create an additive, categorical incentive funding model that distributes money based upon improvements in institutional and student performance as measured by completion of momentum points linked to student success.*
- ✓ *Enrollment fee increases should be moderate and predictable, and tied to an inflationary index. Enrollment fee revenue increases should supplement the base level of resources from the prior year.*
- ✓ *The continued receipt of institutional student financial aid such as the Board of Governors (BOG) waiver should be aligned with federal criteria for receipt of federal aid.*

STATE SENATE RESOLUTIONS, FALL 2010

SELECT RESOLUTIONS PERTAINING TO RECOGNIZING ACADEMIC SENATE PRIMACY IN 10+1 AREAS AND THE NEED FOR COLLEGIAL CONSULTATION

7.02 F10 Commission on the Future Lesley Kawaguchi, Santa Monica College, Executive Committee

Whereas, The Community College League of California (CCLC) Commission on the Future has met over a period of time and identified recommendations regarding student success for the future actions of the California community colleges over the next ten years; and

Whereas, Many of the recommendations of the Commission on the Future properly fall under the areas defined as “academic and professional matters” as defined in Title 5 regulations and as such are the responsibility of faculty and of the Academic Senate for California Community Colleges; and

Whereas, The California Community College System already has an established process for sending recommendations to the Board of Governors through the Consultation Council established Sections 330-342 in the Standing Orders of the Board of Governors;

Resolved, That the Academic Senate for California Community Colleges remind the Chancellor’s Office that any recommendation developed by the CCLC Commission on the Future and any implementation plan go through the Consultation Council, which includes faculty from the Academic Senate for California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge that implementation of all recommendations dealing with “academic and professional matters” at both the state and local level be carried out in a manner consistent with Title 5 regulations by relying primarily on the input of faculty through the Academic Senate for California Community Colleges or local academic senates.

MSC Disposition: Chancellor’s Office, Local Senates, CCLC
Assigned: President

7.04 F10 Faculty Primacy and SB 1143 Implementation Task Force Wheeler North, San Diego Miramar College, Area D

Whereas, SB 1143 (Liu, 2010) calls for a task force to make recommendations on student success and the metrics used to measure success; and

Whereas, By law and regulation the advice of the Academic Senate must be relied primarily upon in all academic and professional matters, and student success is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges seek to assure that a majority of faculty exists on all task forces or committees leading to the statewide development of student success definitions and assessment metrics; and

Resolved, That the Academic Senate for California Community Colleges recommend that a majority of faculty exist on all task forces or committees leading to the local development of student success definitions and assessment metrics.

MSC Disposition: Chancellor's Office, Local Senates
Assigned: President

**7.05 F10 Commission on the Future Recommendations
Phil Smith, Los Rios CCD**

Whereas, The Community College League of California (CCLC) Commission on the Future has met over a period of time and identified large-scale recommendations to promote student success over the next ten years;

Whereas, Processes for promoting student success are clearly academic and professional matters;

Whereas, The Commission on the Future included only two faculty members, neither of whom were appointed by the Academic Senate for California Community Colleges; and

Whereas, The Academic Senate for California Community Colleges only considers supporting policy recommendations after a full vetting by its members;

Resolved, That the Academic Senate for California Community Colleges request to review and consider any recommendations or implementation plans proposed by the CCLC's Commission on the Future; and

Resolved, That Academic Senate for California Community Colleges urge CCLC to follow the established consultation process for sending recommendations to the Board of Governors as stated in Sections 330-342 of the Board of Governors' Standing Orders.

MSC Disposition: Local Senates, CCLC
Assigned: President

**13.07 F10 CCLC Board Policy Templates
Steve Leone, Cuesta College, Area C**

Whereas, Local senates and boards must consult collegially for board policy development with regard to academic and professional matters;

Whereas, Some districts subscribe to the board policy templates offered by the Community College League of California (CCLC) which are intended to be a starting point for local policy development;

Whereas, The CCLC templates provide technical assistance for the development of local board policies but creation of these policy templates without Academic Senate input can make local policy development more challenging and can lead to policies out of compliance with local senate purview; and

Whereas, Many if not all of the current CCLC board policy templates do not reflect the primary and mutual agreement responsibilities of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges ask CCLC to involve the Academic Senate in the development and updating of board policy templates regarding academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges review the content of the current CCLC board policy templates that are focused on topics within the purview of the local academic senates as established by Education Code and Title 5 regulations and make recommendations for changes to the templates to reflect the responsibilities of local senates; and

Resolved, That the Academic Senate of California Community Colleges encourage local senates to be actively involved in adapting the CCLC board policy templates to local community needs and culture.

MSC Disposition: Local Senates, CCLC

Assigned: President and Relations with Local Senates

STATE SENATE RESOLUTIONS, FALL 2010

SELECT RESOLUTIONS PERTAINING TO THE IMPORTANCE OF SENATE AND FACULTY GUIDANCE IN DEFINING AND MEASURING “STUDENT SUCCESS”

13.02 F10 SB 1143 – Defining Student Success **Wheeler North, San Diego Miramar College, Executive Committee**

Whereas, SB 1143 (Liu, 2010) requires the Board of Governors (BOG) to adopt a plan for promoting and improving student success within the California community colleges and to establish a task force to examine specified best practices and models for accomplishing student success;

Whereas, SB 1143 (Liu, 2010) requires the task force to develop and present specified recommendations to the BOG for incorporation into a plan to improve student success and completion within the California community colleges; and

Whereas, Faculty are central to student success and student completion and are best positioned to develop metrics used to establish and measure student success that are critical to the development of a system-wide plan for student success;

Resolved, That the Academic Senate for California Community Colleges define student success and identify best practices and models for accomplishing student success;

Resolved, That the Academic Senate for California Community Colleges include student input and perspectives in the development of student success metrics;

Resolved, That the Academic Senate for California Community Colleges assert the primacy of our definition of student success to the Board of Governors; and

Resolved, That the Academic Senate for California Community Colleges ensure faculty primacy in the identification, development and/or adoption of metrics used to establish and measure student success.

MSC Disposition: Local Senates
Assigned: President

13.06 F10 Develop a Faculty Definition of Student Success **Kale Braden, Cosumnes River College, Area A**

Whereas, SB 1143 (Liu, 2010) mandates that the California Community College System “establish a task force to examine specified best practices and models for accomplishing student success,” and the work of this task force is already in progress;

Whereas, Myriad forces from both within and without the California Community College System have attempted to define and suggest measurements for student success, leading to varying understandings and definitions of the term;

Whereas, Models and definitions developed in other states may not transfer effectively or appropriately to the California Community College System; and

Whereas, Community college Boards of Trustees are required to rely primarily on or mutually agree with the local academic senate in matters relating to student success;

Resolved, That the Academic Senate for California Community Colleges direct its Executive Committee to develop working definitions of student success based on input from faculty throughout the California Community College System and carry those definitions into discussions related to SB 1143 (Liu, 2010) and other appropriate venues.

MSC Disposition: Local Senates

Assigned: Futures and Student Learning and Assessment Committees

**13.11 F10 Increasing Faculty Voice
Dianna Chiabotti, Napa Valley College**

Whereas, The general public is bombarded with news articles and commentary about the failure of the California community colleges;

Whereas, Many individuals and organizations, based on their perspectives, have determined reasons for the failures of our colleges;

Whereas, The Academic Senate for California Community Colleges president and committees are vigilant in presenting the perspectives of the Academic Senate for California Community Colleges, which are based on sound educational principles; and

Whereas, The voice of faculty needs to be more emphatic and more vigorous in presenting the successes of colleges and the role of faculty in meeting student needs and supporting student success;

Resolved, That the Academic Senate for California Community Colleges provide local academic senates with recommendations for advocating for the purview of faculty and the relevance of faculty voice in academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges develop talking points on the successes of community colleges and identify important documents for referring administrators and local politicians to; and

Resolved, That the Academic Senate for California Community Colleges urge district and college academic senates to increase their vigilance and the volume of their voice by countering attacks with arguments based on sound academic principles so that each attack is met with a

counter, increasing the likelihood that the general population will understand the true state of California community colleges, including the challenges and successes.

MSC Disposition: Local Senates

Assigned: Relations with Local Senates and Futures Committee

ECC Strategic Initiatives, 2011-2014

- A. Enhance teaching to support student learning using a variety of instructional methods and services.
- B. Strengthen quality educational and support services to promote student success.
- C. Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
- D. Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
- E. Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.
- F. Support facility and technology improvements to meet the needs of students, employees, and the community.
- G. Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

P E T E R J . L A N D S B E R G E R

November 15, 2010

Jack Scott
Chancellor
California Community Colleges
1102 Q Street, 4th Floor
Sacramento, CA 95811

Dear Jack,

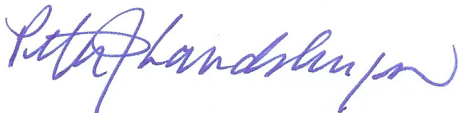
I have spent four and a half rewarding years at the Compton Community College District, three and a half as Special Trustee. That is longer by far than I anticipated and I now need to devote more attention to long neglected personal obligations and interests. For that reason I will resign as Special Trustee on January 1, 2011.

I am honored to have been given the chance to contribute to Compton's recovery — which I believe is well underway — and grateful for the unwavering support and regular encouragement you, Chancellor Woodward and Chancellor Drummond gave me over the years. I am also grateful to my colleagues (and many new friends) at Compton and El Camino, the vast majority of whom are extraordinarily committed to rebuilding the institution.

Compton's faculty leaders, in particular, stand out as special. For nearly a decade now, throughout all of the turmoil the district has faced, they have remained loyal to Compton and the community it serves. Many others in their place would have given in to anger and bitterness, but they never did. They always treated me with respect and always demonstrated their willingness to join me, others in the administration and their peers at El Camino as genuine partners in the effort to mend the district and establish a new college.

I will leave Compton with real satisfaction over the solid progress we've made. I look forward to the day when a new college is accredited and full local control is restored to the District. For everyone at Compton, and for the community they serve, I hope that day is not too far off.

Sincerely,



Peter J. Landsberger

c: Tom Fallo



PRESS RELEASE

Embargoed: December 1, 2010

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

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**California Community Colleges Chancellor Appoints Genethia Hudley-Hayes
As Special Trustee for the Compton Community College District**

SACRAMENTO, Calif. -- California Community Colleges Chancellor Jack Scott today announced he appointed Dr. Genethia Hudley-Hayes as the special trustee for the Compton Community College District. Dr. Hudley-Hayes will replace Dr. Peter Landsberger, who served the district for 4.5 years.

"I am very pleased Dr. Genethia Hudley-Hayes has agreed to serve as special trustee for the Compton Community College District. Her vast experience as an educator and community leader makes her uniquely qualified to serve the district," said state Chancellor Jack Scott. "Under her guidance, the Compton Center will be in a strong position to regain accreditation as an independent college."

Dr. Landsberger's resignation will be effective January 1, 2011 and Dr. Hudley-Hayes' appointment will commence that same day. Dr. Hudley-Hayes formerly served as board president of the Los Angeles Unified School District Board of Trustees and as an executive director of the Southern Christian Leadership Conference and Martin Luther King Legacy Association. She currently sits on the Los Angeles Board of Fire Commissioners and manages her own strategic planning and education consulting firm. She began her career in education as a teacher in the Los Angeles Unified School District.

"I am enthusiastic about serving in this capacity and will work to help the Compton Center to again become an accredited college within the California Community Colleges," said Hudley-Hayes. "In the meantime, I will endeavor to maintain the public's confidence that the center delivers a quality education to all of its students."

Dr. Hudley-Hayes earned a bachelor's degree in English from Texas College; a master's degree in education from Pepperdine University; a master's degree in business administration with an emphasis on non-profit management from the California State University, San Jose and The Center for Non-Profit Management; and a doctorate in education with a specialization in public policy from American University.

"Dr. Landsberger has made significant contributions toward the district's recovery. I am extremely grateful for his years of service," Chancellor Scott concluded.

The California Community Colleges is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving nearly 3 million students per year. Community colleges provide workforce training, teach basic skills math and English courses, and prepare students for transfer to four-year colleges and universities. The [Chancellor's Office](#) provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

###

Genethia Hudley-Hayes

6222 Alviso Avenue ❖ Los Angeles, CA 90043 ❖ 323. 243. 8353 ❖ hudleyhayes@sbcglobal.net

Career Highlights

- ❖ **Former President** - The Los Angeles Unified School District, 2nd largest K-12 system in U.S.
- ❖ **Commissioner** – Los Angeles City Fire Commission, 2nd largest municipal fire department in U.S.
- ❖ **Special Mediator (Trustee)** - Rockford Illinois Public School System
- ❖ **Trainer** – Chicago Public School District
- ❖ **District Wide Change Consultant** - Selma Alabama Public School District
- ❖ **Policy Reform Consultant** - Stanislaus County Office of Education
- ❖ **Consultant** - California Department of Education
- ❖ **Consultant** - National School Boards Association
- ❖ **Instructor** – Rio Hondo Community College

Education

- | | |
|------|--|
| 2000 | Ph.D., specialization in public policy
American University |
| 1994 | Certified Mediator, State of California |
| 1976 | MBA, emphasis on non-profit management
California State University, San Jose and
The Center for Nonprofit Management |
| 1972 | M.Ed, Pepperdine University
Malibu, California |
| 1968 | BA English, Texas College
Tyler, Texas |

Experience

- | | |
|--------------|--|
| 2005- | Appointed Los Angeles Board of Fire Commissioners
(2 years as President) |
| 2003-Present | President/CEO
HudleyHayes & Associates
Strategic Planning/Education Consulting Firm |
| 1999-2003 | Los Angeles Unified School District Board Member
(2 years as President)
Los Angeles Unified School District Los Angeles, California |
| 1985-2000 | Southern Christian Leadership Conference and
Martin Luther King Legacy Association
Los Angeles, California
(1994-2000) Executive Director, Executive Vice President
(1985-1994) Program Director for Project AHEAD |

- 1980-1985 Holy Nativity Episcopal Day School
(1981-1985) Principal
(1980-1981) Teacher
Inglewood, CA
- 1975-1980 Community Volunteer and Family
1971-1975 Los Angeles Unified School District
(1971-1973) Teacher
(1973- 1975) Curriculum Specialist – K-3

Training

- Rio Hondo College – Parenting Classes
- Home & Schools Institute – 5 years – taught MegaSKILLS Classes in CA, AZ, WA, OR, TN
- University of Denver – Center for Public Policy and Contemporary Issues – Seminars on Education Policy
- Conducted parenting workshops and seminars for:
 - The Rosa Parks Sexual Assault and Crisis Center
 - United Teachers of Los Angeles
 - The Pasadena Welfare Rights Organization
 - The University of Cal/Los Angeles Unified School District joint venture Medcore Program
 - The Southern California Achievement Team Parent Conference

Consulting

- The Achievement Council
- The Advancement Project
- On the Job Parenting
- Crenshaw Sports Academy
- Los Angeles Metropolitan Church Alliance
- The Center for the Study of Popular Culture
- Los Angeles County Human Relations Commission
- EnCorps Teachers Program
- IBM
- Los Angeles Unified School District
- Dunbar Economic Development Corporation
- Public Education Network

Boards/Civic Organization Membership (partial listing)

- ❖ Board Member, Public Advocates, San Francisco, CA (ret.)
- ❖ Member, African American Jewish Leadership Connection
- ❖ Board Member, Interethnic, Dallas, TX
- ❖ Member, Standards and Accountability Taskforce, PEN (Public Education Network)
- ❖ Board Member, The HeArt Project
- ❖ Advisory Committee, The Segue Project
- ❖ Advisory Board; MOSTE
- ❖ Advisory Committee, The Advancement Project

Minutes for Ed Policies meeting 10/12/10

Members Present: C. Jeffries, C. Wells, L. Suekawa, V. Robles, J. Shankweiler, E. Preston

Guests Present: D. Patel, B. Mulrooney

- 1) Discussion regarding BP and AP 4055 – Academic Accommodations for Students with Disabilities
 - a) An updated version of the policies and procedures from the one we had seen in May was presented after consultation with the Math Division and Leisa Biggers who specifically approved the Level 1 accommodations
 - b) There are now only 2 levels of accommodations. Course waivers was folded into course substitutions
 - c) Leisa Biggers will serve as the Disabilities Compliance Office
 - d) Questions were answered regarding the timing of accommodations and the committee wanted to make sure “in a timely manner” was included.
 - e) The difference between course waiver and course substitution was discussed.
 - f) The appeal process was identified and strengthened by including it is the responsibility of the student to provide extra evidence or documentation that was not originally supplied
 - g) Additional wording was tweaked and the policy and procedure was approved by the Ed Policies Committee to go forward to the Academic Senate.

- 2) Discussion regarding BP and AP 5055 – Priority Registration
 - a) B. Mulrooney went over the legally required groups who have priority registration and the current groups who currently have priority registration. Some of these included athletes, international students, TRIO, student government, Project Success, and Puente.
 - b) Some wording changes were suggested.
 - c) Because time was running out, it was recommended that members email B. Mulrooney with any other changes as this was not something that had to be voted on by Ed Policies, but was more informational.

Minutes for Ed Policies meeting 11/9/10

Members Present: C. Jeffries, C. Wells, L. Suekawa, V. Robles, J. Shankweiler, M. Odanaka, R. Firestone

Guests Present: D. Vakil, L. Kjeseth

- 1) C.J. announced that there were no minutes taken at the last Ed Policies meeting on October 26, 2010. The committee just worked on the changes in the repeat policies brought forward by B. Mulrooney and being it has been decided to put any changes to those policies and procedures on hold until the Chancellor's Office has completed all their changes, there will be no official minutes of the 10/26/10 meeting.
- 2) Discussion regarding BP and AP 4021 – Academic Program Viability, Intervention, and Discontinuance
 - a) Discussion ensued regarding what the difference was between program review and program discontinuance. There is currently not a policy or procedure for program review just BP and AP 4020 which is Program, Curriculum, and Course Development. L.K. felt that there needs to be a separate policy and procedure for Program Review and it was noted in the minutes to include an action item to have Ed Policies work on AP 4023 – Program Review.
 - b) C.J. wanted to stick to the CCLC template as much as possible and make reference somewhere in the procedures regarding the review of vocational and occupational programs every 2 years to ensure they meet legal standards. After much discussion, it was decided as suggested by L.S. to include something similar to what was in Palomar's procedures and L.K. came up with the following wording to be included at the end of the paragraph in the procedures that defines a program: "All programs undergo periodic program review to ensure they meet legal standards as outlined in Ed Code 78016; Title 5 51022 and 55130
 - c) BP 4021 (renumbered from 4021.1) was looked at first. L.S. was concerned about some of the language in the 2nd paragraph and specifically how the term "master plan" fits in the policy. D.V. felt the 2nd paragraph was necessary to safeguard eliminating any programs such as culinary arts. After further discussion it was decided to remove "consistent with the college's mission and master plan," and replace with simply the word "viable."
 - d) There was a motion to accept BP 4021 as amended and the committee members agreed unanimously.
 - e) Next AP 4021 was looked at. D.V. felt something might need to be put in the Union contract to re-train instructors who were part of a discontinued program.
 - f) First it was decided we needed to define a "program." Some felt the word "unit" in that definition was problematic. L.K. defined these "units" as programs like Puente, Project Success, FYE, and MESA. Everyone felt that yes, these programs need to be protected when threatened and felt this part of the procedure allowed for that. M.O. said that unfortunately for most of those programs the bottom line is money. D.V. felt we may want to keep these programs if people feel they are beneficial to the students and student success, so we should include a method to maintain those programs if they become threatened. All agreed that this statement regarding "units" was necessary and that maybe just need to work on the language.
 - g) As time was running out, C.J. imposed an action item or "homework assignment" for the committee to take the next two weeks and look at the procedure and make suggestions to be brought back to the next meeting on 11/23/10 which will begin at 12:30pm instead of 1pm.
 - h) C.J. thanked L.K, D.V. and C.W. for their work on this policy and procedure. It was suggested to also invite Barbara Jaffe, Elizabeth Shadish, and Saul Panski to the next meeting since they also helped author it.

Faculty Development Committee Meeting

MINUTES

Tuesday, November 23, 2010

Committee Members:

Rose Cerofeci - A	Humanities	Cristina Pajo (Co-Chair) - P	Counseling
Kristie Daniel-DiGregorio - P	BSS	Margaret Steinberg - A	Natural Sciences
Briita Halonen (Co-Chair) - P	Humanities	Mercedes Thompson - P	Humanities
Linda Ho - P	Math	Sue Warren - P	Adjunct Rep
Moon Ichinaga - P	Learning Resources	Rachel Williams - P	Humanities
Donna Manno - A	Staff Development		

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

Fall 2010 Meetings (in West Library Basement)

September 14 & 28; October 12 & 26; November 9 & 23

AGENDA

- I) Debriefing about Webinar #1
 - A. 13 registered, 10 attended, 6 filled out the survey
 - B. Very positive remarks about the content and in-person format
 - C. A few problems with the logistics, e.g., the screen timed out and went to screensavers about ten times
 - D. However, we definitely want to continue with the in-person format for the webinars
 - E. For the next webinar, we'd like to publish parts of the survey feedback in ads for the next webinar

- II) "Getting the Job Workshop"-Application Part Update
 - A. Still on for Dec. 10th, 12-1:30 pm
 - B. The panel is confirmed:
 - a. Susan Taylor, Sue Bigford, Roxanne from HR, Tom Lew, Rachel Williams
 - C. Agenda:
 - a. Start with Roxanne & iGreentree for 20-30 minutes
 - b. Ask the panel a few general questions:
 - i. Tips for a cover letter?
 - ii. Tips for a C.V.?
 - c. Then, open it up to questions from the audience

- i. *we want to make a general announcement about reading the position description carefully and calibrating efforts accordingly (e.g., tenure or non-)

III) Spring Flex Day Keynote Speaker

- A. Top choice = Jonathan Mooney (learning differences, \$3-4,000)
 - a. DM is checking on his scheduling
 - b. MT & SW would like to see if he can address underprepared students (e.g., students who don't know what they don't know)
 - i. We discussed "reaching underprepared students, esp., those who don't know study skills or that they're not learning" as a possible future webinar or brown-bag topic

IV) Outstanding Adjunct Award

- A. 7 candidates, we should have the winner finalized by the end of this week once we get the ASO rep's feedback
- B. Rubric suggestions from the committee:
 - a. Make categories more specific or the points more broken up
 - b. Should the nominator have more responsibility to help them put the packet together?
 - i. Debate over this: concern that nominators might not want to nominate if more responsibility is involved.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 4, 2010

MEMBERS PRESENT

- | | |
|---|---|
| <input type="checkbox"/> Enomoto, Ryuichiro (Rio) – ASO | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Patel, Dipte – Academic Affairs | <input checked="" type="checkbox"/> Turner, Gary – ECCE |
| <input type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Francisco Arce, Sharon Asher, Janice Ely, Alice Grigsby, Jo Ann Higdon, Ken Key, Luis Mancia, Jeanie Nishime, Emily Rader

Handouts: Chancellor's Memo *Priorities in Class Scheduling* (October 28, 2010); Planning Model; Requests for Equipment/Furniture/Supplies 2001-11

The meeting was called to order at 1:05 p.m.

Sharon Asher was introduced as the new alternate student representative for ASO.

Approval of October 7, 2010 Minutes

1. Clarification: ARRA stands for American Reinvestment and Recovery Act.
2. Page 2, Budget Update: PERS retirement change to age 60 at 2% for those hired into the system after November 10, 2010 will not apply to community colleges.
3. The minutes were approved with no changes.

Budget Update

1. ECC received all of the delayed State apportionment for July, August, and September 2010.
2. Enrollment growth will be distributed across the board to all community colleges at 2.2%. Distribution will be handled this way because 3.39% workload reduction was taken across the board.
3. There is belief that a special budget session will be called after new governor is in office and the growth factor may be trimmed. No news on increases in student fees.
4. J. Higdon will bring to the next meeting the forecast model developed by School Services of California.
5. The Chancellor's memo on priorities in class scheduling is a reminder to be cautious in local decisions and recommends protecting class offerings in basic skills, transfer, and workforce training. Better for colleges, not the Legislature, to decide what courses to offer. Targeted classes include stand-alone classes not associated with a program or degree, and personal enrichment courses in PE and Fine Arts. Previous year's FTES and growth trends are taken into consideration. Chancellor's memo shared with PBC because this issue could impact this year's budget. Forty-one sections were added in the fall and about seventy sections in the spring- over what was originally projected.
6. Lists of prioritized equipment, furniture, and supply requests approved for one-time funds for the current year were handed out. Funding comes from a variety of sources: \$430,000 from fund 11 (Budget Book, page 6, m); \$770,000 (equipment and supplies) and \$100,000 (emergency equipment) from fund15 (Budget Book, page 76, V); \$2M from bond fund; and \$99,309 instructional material carryover from block grant funds (Budget Book, page 7). Majority of requests for equipment were

from instructional area. Academic Affairs list show plan builder goals linked to strategic initiatives. F. Arce will verify correct Plan Builder plan year (2009-10 or 2010-11) for Request for Instructional Equipment (Bond) list for Academic Affairs. Funds received will be spent in 2010-11. These figures can change. What is the purpose of these lists to PBC? Shows which items were funded, how money will be allocated and spent. Comments were made that the lists are difficult to understand – need either explanation or a more organized and consistent format. A. Spor will work with the vice presidents to create a cover sheet/narrative with detailed explanation including references to the Budget Book. Clarity is needed for effective reporting to constituents. Isn't it PBC's job to review that planning is linked to budgeting? Striving to see that funding goes to evaluated and prioritized plans (emergency requests are an exception).

Planning Process

1. PBC members are expected to be well-informed about the planning process.
2. Starting July 1, 2011, the Strategic Initiatives on page 2 will be used as goal statements for 2011-12 plans. 2011-12 program plans should be submitted before the end of the 2010 fall semester.
3. Is program review a four-year cycle? A. Spor will verify length of cycle. Curriculum review is a six-year cycle. SLOs and curriculum are imbedded in program review.
4. Program review recommendations must be prioritized and entered into division Plan Builder plans.
5. Page 5 - flow chart of curriculum review process.
6. Page 6 – A. Spor will check with Jenny Simon and update SLO timeline chart tasks.
7. Page 7 – communication and comprehension assessment may be part of academic program review and plans.
8. Page 8 - diagram of cycle for course- and program-level SLOs. *Plan Development Cycle* (for next fiscal year plans) - a number of divisions are discussing, prioritizing and submitting their 2011-12 unit plans (September-December timeline on plan development cycle).
9. Page 9 – *Plan Evaluation Cycle* (for current year plans) - A. Spor will be sending out reminder to work on status report updates for 2010-11 plans due by end of January. Before faculty leave for winter break, status report updates for 2010-11 plans should be completed.
10. Always evaluating current year plan and planning future year plan in the fall: create future year plans during fall, effective July of the following year and update current year plans by the end of fall.

PBC Calendar

1. October – December
 - a. *Review and revise planning priorities* – change responsibility from PBC to Program faculty and managers.
 - b. Discussed budget development assumptions timeline. Decision was made to move *Identify budget development assumptions* to January-February, #3.
2. January-February
 - a. #2 – delete “including the funding of high priority planning initiatives.”
 - b. Change *Evaluation of current fiscal year program plan goals and objectives by January 31st* to #4.
3. End of March – change “presented” to “submitted.”
4. September – add #3 Plan Builder Training (under Activities), Staff Development (under Responsible).

The Committee agreed to cancel the November 18th meeting. The next meeting is scheduled on December 2, 2010.

The meeting adjourned at 2:30 p.m.

This academic procedure is submitted for now as an INFORMATIONAL ITEM only. We want input from the Academic Senate as to how much we want to include in these procedures and whether or not we should discuss the “nuts and bolts” of the calendar. Should we look at how the calendar is established and other things such as the calendar pattern or alternatives? This is a starting point, but actually when looking at other schools’ procedures, this one is fairly detailed. Looking forward to some productive discussion at the next meeting. C. Jeffries

AP 4010

ACADEMIC CALENDAR

Per the Agreement between the District and the El Camino College Federation of Teachers, the academic calendar shall be negotiated during the fall semester of each school year to recommend a school calendar to the President and the Board of Trustees of the District for the following two years, through the end of the summer session of the second year, and shall include an academic year consisting of fall, winter, spring, and summer sessions.

The academic year consists of 175 days of instruction and professional development activities. Holidays shall include the following, plus two additional holidays:

- New Years Day
- Martin Luther King, Jr. Day
- Lincoln’s Day
- Washington’s Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

If a holiday falls on a Sunday it will be observed on the following Monday. If a holiday falls on a Saturday it will be observed on the preceding Friday. If Independence Day falls on a Friday or Saturday, the preceding Thursday shall be observed.

The Board of Trustees may declare other days to be holidays and close the College when good reason exists, and may add additional days to the calendar in the event days are “lost” due to uncontrollable circumstances.

References:

Education Code Sections 79020 and 84890

Title 5 Sections 55700 et seq. and 58142

District/Federation Agreement, Articles 7 and 15

BP 4021**ACADEMIC PROGRAM VIABILITY, INTERVENTION, AND DISCONTINUANCE**

El Camino College has established its Academic Program Viability, Intervention, and Discontinuance Policy in accordance with Title 5, Section 51022. The policy establishes the criteria and standards required in the procedures for assessing program viability and for creating either a program intervention and improvement plan or a discontinuance plan.

Program discontinuance shall be considered only if, after most serious deliberation, and after all recommended intervention strategies have been attempted or implemented, a program is no longer viable.

This policy shall not be construed as a means to discontinue programs or as a threat to honest participation in an academic process such as program review. Academic Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among other sources of data, which will include both qualitative and quantitative indicators.

Should program intervention or discontinuance be necessary, any implementation plan shall be consistent with the contracts negotiated with the collective bargaining units.

Draft proposed on November 23, 2010

References:

Education Code 78016;
Title 5 Sections 51022 and 55130

AP 4021 Program Viability, Intervention, and Discontinuance Procedure

At El Camino College, the process of evaluating the need for intervention or discontinuance is a completely separate process from Program Review. In addition, program intervention and improvement are distinct from considerations of discontinuance. Discontinuance is both academic and professional and is a matter for collective bargaining. The one objective of this procedure is to avoid discontinuance until reasonable and available measures have been reviewed and employed within the college's planning and budget processes.

I. Definition of a Program

An academic program is an organized collection of courses leading to a defined objective: basic skills development, a degree, a certificate, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). Examples include: pre-collegiate mathematics, history, and cosmetology. All programs undergo periodic program review to ensure they meet legal standards as outlined in Ed Code 78016; Title 5 51022 and 55130. If a non-academic program wishes to be considered under these procedures, a representative from the non-academic program can ask the Academic Senate, Academic Program Review Committee, or Vice-President Academic Affairs for this procedure to be applied.

II. Initiating a Program Viability, Intervention, or Discontinuance Process and Associated Indicators

Program intervention or discontinuance discussions can begin in a variety of places, including: Academic Senate, Academic Program Review Committee, Office of Academic Affairs, and individual divisions or departments. The initiation of the discussion should be based on concerns about the qualitative and quantitative indicators mentioned below.

The Academic Senate and its committees, including the Curriculum Committee, shall have a fundamental and integral decision-making role in any and all discussions of program intervention or discontinuance, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic matters.

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution; core competencies and student learning outcomes; and access and equity for students. These indicators include, but are not limited to:

1. The alignment of course offerings with the needs of students in the program.
2. The impact of the program on student diversity at El Camino College.
3. How the quality of the program is perceived by students, articulating universities, local businesses and industries, advisory committees, and the community.

4. The ability of current students in the program to complete their degree or certificate or to transfer within a timeframe of six years. This includes maintaining the catalog rights of students.
5. The importance of the program to related El Camino College programs and curriculum.
6. The replication of non-core programs at other local institutions.

B. Quantitative Indicators

The list of quantitative indicators below may need to be reviewed to inform the discussion on program discontinuance. Multiple relevant productivity measurements must be considered and compared to the division or comparable programs elsewhere. The indicators include, but are not limited to:

1. The projected demand for the program in the future. This demand may be based on data from industry/discipline trends, the community, or changing student and professional demographics.
2. The persistence over time of students in the program.
3. State licensing/exam data, if applicable.
4. Enrollment trends and course offerings over multiple years.
5. Analysis of student demographics in the program compared to the student body.
6. Changes in enrollment due to a change in degree, graduation, transfer, or certificate requirements.
7. Availability of qualified personnel.
8. Retention or success rates of students over multiple years.
9. Number of degrees or certificates awarded by the program (where applicable) in the past six years.
10. Comparisons of our program with other successful programs in other California community colleges.

III. Program Viability Discussion Guidelines

A. Who participates in the discussion

1. Discussion of program intervention and discontinuance must include representatives of all parties potentially affected by the decision. These include faculty, staff, administrators, students, transfer institutions, the employing businesses and industries, and relevant members of the community. Interested students, including those currently enrolled in the program and those who may have either graduated from or are interested in enrolling in the program, must be included.

2. A subgroup of the discussion participants shall be formed and henceforth called the Academic Senate Subcommittee. It will be co-chaired by the Academic Senate President and Vice-President of Academic Affairs (or designees). Membership shall include a representative from Institutional Research, the program's dean, two Academic Senators, two representatives appointed by the bargaining units, the Associated Student Organization President (or designee), a current or past student in the program, and one or two representatives from the program under consideration.

B. How discussions will be convened

1. Discussion of program intervention and discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate Subcommittee. The dates, times and locations of these meetings will be published at least two weeks in advance, using all reasonable means of college communications including print, email, and voicemail. Meeting schedules will be arranged to maximize participation.
2. A written record of all discussions will be kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with copies kept in the Office of Academic Affairs and in the Library.

C. What topics must be discussed

1. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited in written records.
2. Discussions will also include the impact of any decisions on students and personnel.

IV. Possible Outcomes of the Program Viability Discussion

Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy. There are three possible outcomes of the program viability discussion. A program may be recommended: to continue; to continue with a Program Intervention Plan; or to discontinue. Barring clear indicators of program obsolescence, it is expected that a Program Intervention Plan will be presented before initiating program discontinuance. A majority vote of the Academic Senate Subcommittee is required for either a recommendation to continue with a Program Intervention Plan or a recommendation to discontinue; without a majority, the recommendation will be to continue.

A. Recommendation to Continue

A program recommended to continue will do so when after full and open consideration, it is decided that it is in the best interest of the college, its students, and the larger community to do so. The basis for this recommendation will be documented in writing by the Academic Senate Subcommittee and forwarded to the Vice President of Academic Affairs as information. No further action is required. Neither program intervention nor program discontinuance can be considered for at least two years after a recommendation to continue is documented.

B. Recommendation to Continue with a Program Intervention Plan

A program may be determined to be “at-risk” and recommended to continue with a Program Intervention Plan developed as specified below. The Program Intervention Plan shall include specific interventions designed to improve the viability, relevance and responsiveness of the program. A specific and realistic timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. All interventions and timelines will be published in writing by the Academic Senate Subcommittee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. After the specified qualification period is completed, indicators will be updated and the program will be examined again through another program viability discussion.

C. Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that either the program falls outside the college’s mission or if the program is unable to successfully achieve or make substantial progress towards the department’s goals and objectives. To be considered for discontinuance, the program must also fail to achieve or make substantial progress towards achieving the goals and objectives outlined in the Program Intervention Plan within the timelines specified in that Plan. The basis for the recommendation to discontinue the program and a Discontinuance Plan will be co-written by the Vice President of Academic Affairs (or designee) and the Academic Senate Subcommittee.

V. Program Intervention Plan

The Program Intervention Plan will take steps to identify and then strengthen at-risk programs. These steps shall be followed before action on discontinuance is taken. These actions should constitute a plan developed jointly by the Academic Senate Subcommittee, discipline faculty and the Academic Senate. For occupational programs, the advisory committee should be intimately involved in the construction of this plan.

The following problems and some possible actions might be considered for inclusion in the Program Intervention Plan:

1. Growth/ enrollment problems:
 - a) Active recruitment of targeted populations
 - b) Cooperative ventures with local employers, transfer institutions, and/or other community college(s)
 - c) Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.)
 - d) Adjustment of course scheduling: times of day, short courses, frequency and number of sections.
 - e) Analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
 - f) Articulation of programs/courses: Tech Prep, etc., and a 4 year sequencing of offerings to ensure student ability to transition to subsequent levels

2. Retention/persistence/completion problems:
 - a) Faculty development in classroom techniques including, but not limited to addressing alternative learning styles, student course contracts, and classroom research
 - b) Mentorships between program participants and/or counterparts outside the program
 - c) Analysis of the curriculum to ensure alignment of course outcomes with next-course entry skills in sequences, if applicable
 - d) Analysis of curriculum to ensure alignment with current standards and content in the discipline/program.
 - e) Enhanced and/or integrated student support services: counseling, tutoring, financial aid, learning/study skills, child care, etc.

3. Analysis of program resources including:
 - a) Adequate faculty, both in numbers of full-time faculty and in their particular expertise (use of faculty development and/or sabbatical resources may be appropriate)
 - b) Sufficient physical resources including facilities, equipment, and supplies
 - c) Appropriate levels of outside support such as classified staff, administrative support, course offerings, library materials, and workplace learning opportunities.

Recommendations that require budgetary support stemming from the Program Intervention Plan will be given very high priority in the planning and budgeting process, so that the program has access to the tools it needs to improve.

VI. Discontinuance Plan

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that either the program falls outside the college's mission or

if the program is unable to successfully achieve or make substantial progress towards the department's goals and objectives. To be considered for discontinuance, the program must also fail to achieve or make substantial progress towards achieving the goals and objectives outlined in the Program Intervention Plan within the timelines specified in that Plan. Any recommendation for program discontinuance will include the following:

1. The criteria (qualitative and quantitative) used to arrive at the recommendation.
2. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff and community. The plan shall include:
 - a) An admittance policy for prospective students wishing to begin the program,
 - b) A registration policy for students not currently in the program who wish to enroll in courses in the program,
 - c) Mechanisms to maintain catalog rights,
 - d) An opportunity for students enrolled in the program to finish the program at ECC or, possibly, at other colleges (perhaps with those colleges offering courses at ECC) within six years or less; this plan shall include a publicized calendar of offerings from the beginning of discontinuance until the end of the discontinuance process,
 - e) Provisions for the facilities and associated maintenance,
 - f) A timeline to deactivate courses and adjust articulation agreements with other institutions.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.

The recommendation and discontinuance plan will be documented in writing by the Vice President of Academic Affairs, the college Superintendent/President and other appropriate administrators, ASO President and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval if deemed necessary. The Office of Academic Affairs has the primary responsibility to oversee the implementation of the discontinuance.

References:

Educational Code 78016
Title 5 Sections 51022, 55000, 55130

Draft proposed November 23, 2010

Implementing the Academic Component of SB 1440 (Padilla)

Jane Patton, President, ASCCC
Michelle Pilati, Vice President, ASCCC
with
Vice Chancellor Barry Russell, Dean Jeff Spano,
CSU AS chair, Jim Postma, A.O. Duane Short



SB 1440 Associate Degree for Transfer

1. To earn an “associate degree for transfer” a student must complete 60 semester units . . . that are eligible for transfer . . . that consist of:
 - IGETC or CSU GE Breadth
 - a major or area of emphasis of at least 18 units, as defined by the CCC
2. No additional local graduation requirements may be required
3. Minimum GPA of 2.0 is required

If a student completes an “associate degree for transfer”

1. “the CSU shall guarantee admission with junior status”
2. “Admission to the CSU. . . does **not** guarantee admission for specific majors or campuses”
3. “the CSU shall grant a student priority admission to his or her **local** CSU campus and to a program or major that is **similar** to his or her CC major or area of emphasis, as determined by the CSU campus to which the student is admitted”

Once a student completes an “associate degree for transfer” and is at the CSU:

“The CSU may require a student . . . to take additional courses at the CSU *so long as the student is not required to take any more than 60 additional semester units or 90 quarter units* at the CSU. . .”

Once a student completes an “associate degree for transfer” and is at the CSU:

“The CSU shall not require students transferring . . . to repeat courses that are similar to those taken at the CC that counted toward the associate degree for transfer.”

Plan B

112 colleges develop
112 different degrees in each major...

Plan A

- a concerted, statewide response
- a transfer model curriculum developed by intersegmental discipline faculty



- **C**ourse **i**dentification numbering system
- “Supra” numbering system
- Intersegmental **F**aculty **D**iscipline **R**ev **G**roups (“FDRG”) develop descriptors for courses that typically transfer
- Draft descriptors in >15 disciplines
- Finalized descriptors in Agriculture, Communication Studies, Sociology

How “Plan A” works

- C-ID discipline groups
 - Develop transfer model curriculum (“TMC”)
- All drafts are vetted online
- Once model curriculum is finalized, colleges may “adopt”
- Chancellor’s Office will expedite approval

Results:

- **C**oordination of intersegmental discipline faculty
- Clear **p**athways for students statewide
- Students earn an associate **d**egree, complete **m**ajor prep, and are given admission **p**riority

“Transfer Model Curriculum”

- Appropriate courses for an associate degree
- Preparation for transfer
- “Double-counting” has benefits
- 60 units total

Structure of the Transfer Model Curriculum (TMC)

Common “core”
(minimum 6 units)

+

Additional courses
selected from list(s)

Example – Psychology (DRAFT)

- ▶ Core:
 - Introduction to Psychology
 - Statistics
 - Research Methods
- ▶ Select one:
 - Biological Psychology
 - Introduction to Biology
 - Human Biology

Example – Psychology (DRAFT)

- ▶ Select one :
 - Intro to Biostatistics
 - Intro to Critical Thinking
 - Intro to Child Dev
 - Intro to Cognition and Learning
 - Intro to Family Psychology
 - Intro to Learning
 - Intro to Social Psychology
 - Intro to Theories of Personality
 - Lifespan Psychology
 - Intro to Sociology
- ▶ Select one

Sociology (draft)

- ▶ Core:
 - Intro. to Sociology AND
- ▶ Select two:
 - Social Problems
 - Intro. Statistics; Math stats or Soc Sci Stats
 - Intro. Research Methods

Continued. . .

▶ Select two:

- *Social problems
- *Intro research methods
- *Intro stats; Math stats or Soc Sci stats
- Marriage & Family
- Intro gender
- Intro race & ethnicity
- Intro crime
- Social psych
- Popular culture
- Global change
- Other

Continued. . .

* = (not used in core above)

▶ Select one:

- Cultural Anthropology
- US Ethnic Studies
- Intro. Psychology
- American Government
- Principles of Economics
- Other

Communication Studies (draft)

- ▶ Core:
 - Public Speaking, **and**
 - Select two:
 - Argumentation Or Debate OR Persuasion
 - Interpersonal comm.
 - Small group comm.

Continued. . .

- ▶ **Select two*** or any course that is CSU major prep e.g.
 - Forensics
 - Intercultural Communication
 - Oral Interpretation
 - Intro Communication Studies
 - Reader's Theatre
- ▶ **Select one:** (any course not used above OR)
 - 2nd semester English comp
 - Intro. Psychology
 - Intro. Sociology
 - Cultural Anthropology
 - Any transfer level comm. studies 3 unit course

Roll out Timeline for TMCs

- **Now vetting:** Comm. Studies, Geology, Math, Psychology, Sociology, Criminal Justice/AJ
- **Soon:** Biology, Chemistry, Early Childhood Education, Kinesiology/PE, Physics, Theatre
- **Spring 2011:** Business, Accounting, Economics & Political Science--- and More TBD
- **Next academic year:** TBD

We recommend:

- ▶ **Wait** for the list of disciplines that are developing a TMC
- ▶ **Ask** discipline faculty to consider

Then. . .

- ▶ If you "adopt" TMC, you'll get fast-track approval in Chancellor's Office
- ▶ Using this method, we expect each college will have sufficient degrees in place by Fall
- ▶ More majors will be added next year

What YOU can do

- Go to www.c-id.net
 - **Sign-up** for discipline listservs
 - **Provide** input to draft TMC when prompted
- **Volunteer** to participate in statewide C-ID or 1440 groups
 - info@asccc.org
 - sb1440questions@cccoco.edu
- **Senates & AOs** will get updates

Progress already

- ▶ 11 intersegmental discipline groups met Oct. 7 – 8, North & South
 - Most have draft transfer model curriculum
- ▶ **Vetting status report**

As of Nov. 10, X faculty have responded to the "first 5" TMCs

TMC status:

- ▶ **Drafted:**
Agriculture, Sociology, Communication Studies, Art History
Biology, Chemistry, Criminal Justice/AJ, Geology,
Early Childhood, Kinesiology, Math, Physics, Psychology, Sociology, Theatre
- ▶ **Will convene** after January:
Accounting, Economics, Political Science

www.c-id.net

Resolutions from Spring '10

4.03 S10 Transfer Degree Design (Adopted)

Resolved, That the Academic Senate for California Community Colleges, despite its prior opposition to the use of the word "transfer" in degree titles and degrees in legislation, support legislation to allow but not mandate the establishment of transfer associate degrees that guarantee transfer and protect students from repeating coursework;

Resolved . . . **work with the academic senates of the California State University and the University of California to identify common major preparation pathways** to simplify student course planning and to inform community college development of degrees designed for transfer; and

Referred:

4.04 R S10 Title 5 Changes Defining a Transfer Associate Degree

Resolved, . . . recommend a policy to local senates to align the courses and units required for associate degree transfer **majors so as not to exceed the lower-division major requirements at the universities** and to refrain from adding any additional local graduation requirements.

SB 1440 requires 18 units in major for associate degree for transfer

1440 Oversight Committee

- ▶ Their charge
- ▶ 1st meeting--Nov 2 Next--Dec 10
- ▶ CCC Members:
Pamela Deegan, Eloy Oakley, Carsbia Anderson, Daniel Nannini, Jane Patton, Michelle Pilati, + a student
Co-chairs: Ephraim Smith, CSU and Erik Skinner

Ongoing implementation support

- ▶ Webinars
- ▶ Frequent updates to senates, articulation officers, curriculum chairs, etc.
- ▶ Workshops (perhaps regionally?)
- ▶ Speaking to CIOs, AOs, Trustees, CEOs, etc.

1440 Oversight Committee

- ▶ Their charge
- ▶ 1st meeting--Nov 2 Next--Dec 10
- ▶ CCC Members:
Pamela Deegan, Eloy Oakley, Carsbia Anderson, Daniel Nannini, Jane Patton, Michelle Pilati, + a student
Co-chairs: Ephraim Smith, CSU and Erik Skinner

STATE SENATE RESOLUTIONS, FALL 2010

SELECT RESOLUTIONS PERTAINING TO THE IMPLEMENTATION OF SB1440, TRANSFER AND DEGREES

1.03 F10 Professional Development for Successful Implementation of SB 1440 and AB 2302

Carolyn Holcroft, Foothill College, Curriculum Committee

Whereas, SB 1440 (Padilla, 2010) and AB 2302 (Fong, 2010) stress the need for Senate responsibility for degree development and implementation, as well as establishing the most effective methods to inform students, counseling faculty, and the general public about the transfer pathways;

Whereas, Degree development is an academic and professional matter and under the purview of the Academic Senate for California Community Colleges; and

Whereas, Informing students about the transfer pathways and guiding them to efficiently follow the transfer degree requirements in a way that satisfies the students' individual needs is a responsibility of counseling faculty of the California community colleges;

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for counselors, articulation officers, curriculum chairs, and other faculty regarding the implementation of SB 1440 (Padilla, 2010) and AB 2302 (Fong, 2010).

MSC Disposition: Chancellor's Office, Local Senates

Assigned: President

7.03 F10 SB 1440 Long Term Impact Research Wheeler North, San Diego Miramar College, Executive Committee

Whereas, The recently signed SB 1440 (Padilla, 2010) intends to improve the ability of students to transfer from California community colleges to California State Universities (CSU);

Whereas, The impact of this law will potentially affect enrollment patterns and other existing patterns of service and instruction provided to students by California community colleges;

Whereas, While the bill requires research on student transfer and success rates, nothing in SB 1440 (Padilla, 2010) requires research into possible unintended or undesirable consequences; and

Whereas, Now is the time to establish a research plan and baseline metrics for research to ensure California community colleges and CSUs continue to meet the needs of all our students and communities;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with the Chancellor's Office and other system constituents to develop a research plan and current baseline metrics that will comprehensively examine the long-term impact of SB 1440 (Padilla, 2010) on enrollment trends as well as the instructional and service needs of our non-transfer and transfer students.

MSC Disposition: Chancellor's Office, Local Senates

Assigned: Educational Policies Committee

**9.07 F10 Expediting the Flexibility in Approval of SB 1440 Degrees
Beth Smith, Grossmont College, Curriculum Committee**

Whereas, Intersegmental faculty discipline groups are meeting to determine major preparation for SB 1440 (Padilla, 2010) degrees, and these groups will meet throughout the year;

Whereas, Local processes may not be able to accommodate the time schedules for development and approval of these degrees; and

Whereas, Flexibility within local processes will help curriculum committees in the approval process of these new degrees;

Resolved, That the Academic Senate for California Community Colleges inform local curriculum committees that SB 1440 (Padilla, 2010) degrees may be developed late in the year and that flexibility within the local approval process will benefit students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to inform their boards that SB 1440 (Padilla, 2010) degrees will be under development during the year and recommend that any accommodations and flexibility that can expedite degree approval throughout the year will be beneficial for students.

MSC Disposition: Local Senates

Assigned: Curriculum and Relations with Local Senates Committees

**9.09 F10 Golden Four Grades in New Transfer Degrees
Michelle Pilati, Rio Hondo College, Executive Committee**

Whereas, SB 1440 (Padilla, 2010) has been signed into law, with one of its primary goals to decrease student accumulation of units as they complete a degree and prepare to transfer;

Whereas, Resolution 4.03 S10 recognized that a "transfer degree" was imminent and called for the Academic Senate to "strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work"; and

Whereas, The California State University currently requires completion in the areas of the “Golden Four” with a minimum grade of “C” for transfer admission (i.e., A3--critical thinking, A1--communication, A2--English composition, and B4--quantitative reasoning) but not included in SB 1440;

Resolved, That the Academic Senate for California Community Colleges strongly urge requiring a minimum grade of “C” in the “Golden Four” in any associate degree for transfer.

MSC Disposition: Local Senates

Assigned: Relations with Local Senates and Curriculum Committees

**9.10 F10 Double-Counting GE and Major Courses in New Transfer Degrees
Paul Setziol, De Anza College, Educational Policies Committee**

Whereas, The practice commonly referred to as “double-counting” allows students to count a qualifying course toward both general education and major/area of emphasis requirements;

Whereas, Double-counting is common practice in the University of California (UC) and California State University (CSU) systems, and the majority of California community colleges;

Whereas, SB 1440 (Padilla, 2010) rewards students for completing both lower division general education (GE) patterns (Intersegmental GE Transfer Curriculum or CSU GE, which amount to approximately 35 semester units) and 18 units of major preparation prior to transfer; and

Whereas, One obvious and academically appropriate means of decreasing “unit accumulation” is the practice of “double-counting,” and some California community colleges disallow double-counting, which will make it more difficult for their students to benefit from SB 1440 (Padilla, 2010);

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to review and, as often as possible, reform local policy to allow double-counting to qualify a course toward both general education and major/area of emphasis requirements.

MSC Disposition: Local Senates

Assigned: Curriculum and Counseling and Library Faculty Issues Committees

**9.12 F10 SB 1440 – Universal CSU Transferability
Wheeler North, San Diego Miramar College, Area D**

Whereas, It is the intent of SB 1440 (Padilla, 2010) to improve student transfer by decreasing the complexity of transfer and the unique requirements of the 23 California State University (CSU) campuses that are a primary source of confusion for students preparing to transfer;

Whereas, SB 1440 permits each of the 112 California community colleges to develop a variety of unique degrees which would not provide the opportunity to develop programs based on statewide

coordination (i.e., the ability to transfer to any CSU where that major or a similar major exists) where possible; and

Whereas, SB 1440 does not prohibit the development of model curriculum in each transfer major;

Resolved, That the Academic Senate for California Community Colleges support the development of transfer model curriculum in majors and areas of emphasis through the Course Identification Numbering System (C-ID).

MSC Disposition: Local Senates
Assigned: C-ID Faculty Coordinator

15.0 INTERSEGMENTAL ISSUES

15.01 F10 Use C-ID to Determine Similarity of CCC and CSU Courses

Beth Smith, Grossmont College

Whereas, SB 1440 (Padilla, 2010) restricts the California State University (CSU) from requiring students to repeat courses at CSU that are “similar” to courses taken as part of a degree developed in response to SB 1440;

Whereas, Similar courses were not defined in the law resulting from SB 1440, and any determination of curricular similarity must be made by faculty; and

Whereas, The Course Identification Numbering System (C-ID) provides descriptors for California community college courses that commonly transfer;

Resolved, That the Academic Senate for California Community Colleges support the use of C-ID processes as a means of determining whether California community colleges and CSU courses are similar.

MSC Disposition: Chancellor’s Office, Local Senates
Assigned: C-ID Faculty Coordinator

17.0 LOCAL SENATES

17.01 F10 Responses to Violations of Law, Policy, and Procedure

David Morse, Long Beach City College

Whereas, Education Code, Title 5, and local policies and procedures are either legal directives or collaborative agreements that should be respected at all levels of the California Community College System;

Whereas, Faculty at the district and local level have been frustrated by administrative violations of such directives and agreements; and

Whereas, Local academic senates would benefit from assistance and advice in dealing with situations in which administrations fail to respect either statewide mandates or local agreements, including counsel regarding effective documentation of administrative policy and procedure violations and when and how to escalate complaints regarding such administrative actions;

Resolved, That the Academic Senate for California Community Colleges develop a resource document to provide guidance to local senates in reacting to and dealing with administrative violations of state and local policies and regulations.

MSC Disposition: Chancellor's Office, Local Senates
Assigned: Educational Policies Committee

19.0 PROFESSIONAL STANDARDS

19.01 F10 Academic and Professional Matters Purview Kathy Kelley, Chabot College, Area B

Whereas, Title 5 and Education Code clearly define faculty purview relative to academic and professional matters;

Whereas, Other organizations are submitting proposals and plans to change, alter, and revise aspects of California community colleges that are clearly academic and professional matters; and

Whereas, Current and proposed legislation are increasingly impinging upon the purview of faculty and academic senates;

Resolved, That the Academic Senate for California Community Colleges engage local faculty to participate in statewide conversations outside of plenary sessions regarding the erosion of Title 5 and Education Code mandates; and

Resolved, That the Academic Senate for California Community Colleges develop a plan to respond to the current attacks on the rights and responsibilities guaranteed to faculty in AB 1725.

MSC Disposition: Local Senates
Assigned: Relations with Local Senates Committee

**04.03****TRANSFER DEGREE DESIGN**

Spring 2010

Presenter: Eric Oifer, Santa Monica College**Topic:** Articulation and Transfer**Status:** Assigned

Whereas, The Academic Senate for California Community Colleges has previously opposed the use of the word "transfer" in degree titles (Resolution 9.02 F06) because the use of the word "transfer" in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution and students may believe that all courses they successfully complete for a "transfer" degree are transferable;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 4.02 F09 that established that the Academic Senate "oppose any legislation that seeks to alter its curriculum, degree, and certificate requirements and reaffirm its support of local autonomy and faculty primacy over the same";

Whereas, Senate Bill 1440 (April 15, 2010) seeks to establish community college degrees that would guarantee admission to a California State University, prevent the California State University from requiring students who complete such degrees to take any more than 60 additional semester or 90 quarter units, and prevents the California State University from requiring students who complete such degrees to repeat transferable courses that are similar to those taken at the community college and that counted toward the associate degree, all elements of a community college degree that can only be achieved by legislation; and

Whereas, Some form of a "transfer degree" is imminent, and one that guarantees transfer, respects the professionalism of community college faculty, and generally serves community college transfer students well is preferable over the various other forms such degrees might take;

Resolved, That the Academic Senate for California Community Colleges, despite its prior opposition to the use of the word "transfer" in degree titles and degrees in legislation, support legislation to allow but not mandate the establishment of transfer associate degrees that guarantee transfer and protect students from repeating coursework;

Resolved, That the Academic Senate for California Community Colleges work with the academic senates of the California State University and the University of California to identify common major preparation pathways to simplify student course planning and to inform community college development of degrees designed for transfer; and

Resolved, That the Academic Senate for California Community Colleges strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work.

MSC Disposition: Local Senates, Consultation Council

Assigned To: President**QUICK LINKS**[Master Calendar »](#)[Senate Resolutions »](#)[Senate Papers »](#)[Rostrum »](#)

**04.05 R****SUPPORT FOR A TRANSFER DEGREE**

Spring 2010

Presenter: Michelle Grimes-Hillman, Mt. San Antonio College**Topic:** Articulation and Transfer**Status:** Assigned

Whereas, There is great interest in establishing transfer associate degrees in the California community colleges, and the components and value-added of such degrees have not been defined;

Whereas, Title 5 §55063, "Minimum Requirements for the Associate Degree," establishes that the associate degree consists of at least 60 semester units or 90 quarter units of degree-applicable credit course work, "The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district," and "It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis;"

Whereas, The Academic Senate for California Community Colleges has previously opposed the use of the word "transfer" in degree titles (Resolution 9.02, Fall 2006) because the use of the word "transfer" in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution and students may believe that all courses they successfully complete for a "transfer" degree are transferable; and

Whereas, Title 5 §53200 establishes that "curriculum, including establishing prerequisites and placing courses within disciplines" and "degree and certificate requirements" are academic and professional matters under the purview of local senates;

Resolved, That the Academic Senate for California Community Colleges oppose the establishment of a multi-tiered degree system that permits some degrees to be awarded that do not conform to the current requirements of Title 5 §55063;

Resolved, That the Academic Senate for California Community Colleges support the establishment of degrees that do guarantee transfer to a four-year institution and consist solely of courses that are transferable;

Resolved, That the Academic Senate for California Community Colleges work with the academic senates of the California State University and the University of California to identify common major preparation pathways to simplify student course planning and to delineate the degree composition that would be required to guarantee transfer; and

Resolved, That the Academic Senate for California Community Colleges strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work.

MSR Disposition: Referred to the Executive Committee to address redundancy and conflicts with other resolutions and return in Fall 2010.

Assigned To:**QUICK LINKS**[Master Calendar »](#)[Senate Resolutions »](#)[Senate Papers »](#)[Rostrum »](#)

**04.04 R****TITLE 5 CHANGES DEFINING A TRANSFER ASSOCIATE DEGREE**

Spring 2010

Presenter: Elizabeth Atondo, Los Angeles Pierce College, Transfer and Articulation Committee**Topic:** Articulation and Transfer**Status:** Assigned

Whereas, The California community colleges have multiple missions, one of which is to prepare students for transfer, and do an exemplary job of providing transfer students with their lower-division baccalaureate education;

Whereas, Transfer students who complete a minimum of 60 baccalaureate units, including general education and major preparation coursework, are experiencing a delay in reaching their educational goals due to the competitiveness for university admission as well as the disproportionate and excessive fee increases, making a bachelor's degree out of reach for many California community college students;

Whereas, The coursework necessary for upper-division transfer to the California State University and the University of California systems, while including the most rigorous courses offered at the California community colleges, differs from the coursework needed to earn an associate degree, and as a result many transfer students leave the community college system not eligible for an associate degree; and

Whereas, Students, community colleges, universities, legislators and the general public share a desire to minimize unnecessary classes and units and maximize efficiency and wise use of taxpayer resources;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to enact changes to Title 5 that would define distinct associate degree requirements for students who are attending a California community college preparing to transfer to a University of California or California State University campus, and these requirements would include a minimum of 60 baccalaureate units, full certification of the IGETC or CSU General Education Plan, and articulated major preparation coursework based on the upper-division transfer admission requirements of the receiving institution; and

Resolved, That the Academic Senate for California Community Colleges recommend a policy to local senates to align the courses and units required for associate degree transfer majors so as not to exceed the lower-division major requirements at the universities and to refrain from adding any additional local graduation requirements.

MSR Disposition: Referred to the Executive Committee to study and return with a recommendation in Fall 2010.

Assigned To:**QUICK LINKS****Master Calendar »****Senate Resolutions »****Senate Papers »****Rostrum »**

[home](#)[about](#)[descriptors](#)[course review](#)[degree review](#)[resources](#)[contact](#)

Welcome to C-ID!

C-ID is a supranumber, a faculty-driven system to assign that number to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the [California Community Colleges](#) and the Universities of California and the California State Universities, as well as with many of California's independent colleges and universities. While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

This C-ID number reflects a specific course descriptor, developed by intersegmental discipline faculty and reviewed statewide. Ultimately, it will provide guidelines to students and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides guidelines for on-going curriculum development and revision of lower division courses.

Once the numbers and descriptors for sets of courses have undergone wide discipline review, they will be posted for general information. In a later phase of this project, individual college courses will be validated against the standards set by these descriptors. Any community college course that bears the C-ID supranumber conveys that faculty have determined it meets the published standards of course content, rigor, and student learning outcomes.

During 2007-2009, the pilot phase of the C-ID project will begin numbering courses in 20 disciplines that are among those most frequently transferred. Currently underway are numbering efforts in these disciplines:

- Agriculture
- Chemistry
- Biology
- Psychology
- Physics
- English
- Child Development
- History
- Political Science

Philosophy

This continuous process of review, revision, and assigning of numbers means that this website will be a dynamic one—so watch this site for frequent updates and new information.

For additional information about this project, contact: info@c-id.net

C-ID Resource Documents

- [Course Identification Numbering System \(C-ID\)](#)
 - [Accomplishments to Date Spring 2010](#)
 - [FDRG Overview](#)
-

This project is funded by the California Community College System Office and is a collaborative effort of the Academic Senate of the California Community Colleges, the Academic Senate of the California State University, the Academic Senate of the University of California, and the Association of Independent California Colleges and Universities.

[C-ID Advisory Committee Members for 2009-2010](#)

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555 Capitol Mall, Ste 525, Sacramento, CA 95814

Funded by a California Community College Chancellor's Office Grant

P 916.445-4753 FAX 916.323-9867

Academic Senates, Curriculum Committees and all interested parties:

As you probably are aware, the Academic Senate for California Community Colleges is working with the [C-ID System](#) to develop a statewide response to [SB 1440](#), which calls for each college to develop new transfer degrees. We recommend that colleges work with the C-ID system and when a Transfer Model Curriculum (TMC) is developed and distributed, consider adopting it locally. The intersegmental disciplinary faculty groups in C-ID are drafting TCM beginning this semester and we will add more in the spring.

We are giving informational presentations and webinars to inform faculty (and others) about the new system. The Academic Senate has scheduled a **webinar on three dates below** that will provide an overview of the current status. The webinar will be archived for viewing later. These three webinars will cover the basic information as we presented before, plus provide the latest updates, and there will be Q & A opportunity. In addition, we also plan to have future webinars.

December webinars will be on these dates: (scroll down for the different dialing info for each date).

Wednesday, December 1 at 3:00-4:00
Thursday, December 9 at 4:00-5:00
Monday, December 13 at 12:00 noon- 1 pm

You may want to log on 10 minutes before to ensure the online portion works for you. Ideally you should be on your computer and have a phone, but in a pinch you can just use one mode.

Scroll down for event details. **Please share this info** at your college. I hope you can join us!

Jane Patton, Ed. D., President
Academic Senate for Calif Community Colleges
Mission College, Communication Faculty
(916) 445-4753
Jane_Patton@wvm.edu



WEBINARS PARTICIPANT INVITATION

EVENT DETAILS:

Event: SB 1440 Update

Organization: Academic Senate for CCC

Date	Start time	Duration	Participant Details
12/1/2010	3:00 PM 4:00 PM	60	(888) 886-3951 passcode: 205525
12/9/2010	4:00 PM 5:00 PM	60	(888) 886-3951 passcode: 932018
12/13/2010	12:00 PM 1:00 PM	60	(888) 886-3951 passcode: 981298

Go to www.cccconfer.org<<http://mail.elcamino.edu/exchweb/bin/redirect.asp?URL=http://www.cccconfer.org/>>.

Click the Participant Log In button under the Webinars logo

Locate your meeting and click Go.

Fill out the form and enter the passcode noted above.

PARTICIPANT CONFERENCE FEATURES:

*0 - Contact the operator for assistance.

*6 - Mute/unmute your individual line with a private announcement.

QUESTIONS?

CCC Confer Client Services is available Monday through Friday between 8:00 am - 4:00 pm at 760-744-1150 ext 1537 or 1554 or email clientservices@cccconfer.org<<mailto:clientservices@cccconfer.org>>.



California Community Colleges
California State University

FOR IMMEDIATE RELEASE
October 7, 2010

**JOINT TASK FORCE ANNOUNCED TO IMPLEMENT COMMUNITY COLLEGE
TRANSFER BILL**

Law goes into effect fall 2011

(October 7, 2010) – The California State University and the California Community Colleges have announced a joint task force charged with the implementation of SB 1440, the Student Transfer Achievement Act, which was signed into law by the Governor and goes into effect in fall 2011. The statute establishes a transfer associate degree for those students who have completed 60 transferrable units that include general education and major preparation courses. Community college students that obtain the associate degree designated for transfer will be admitted to the CSU with junior standing.

The joint task force will be co-chaired by Ephraim Smith, CSU executive vice chancellor and chief academic officer and Erik Skinner, executive vice chancellor for programs at the California Community Colleges Chancellor's Office. The group will work to ensure coordination between the CSU system and California Community Colleges for a smooth implementation process, and may also make recommendations for further legislation, regulatory changes or other policy changes.

"I am delighted to serve on the committee that will deliver a clear transfer pathway for community college students to a California State University," said Eloy Oakley, president of Long Beach City College. "As a community college transfer student myself, I know first-hand how frustrating it can be. I look forward to implementing this new law that promises to help students achieve a college degree and transition into the workforce in a shorter period of time."

Other members of the task force from the California Community Colleges include:

Pamela Deegan, vice president of instructional services, MiraCosta College
Carsbia Anderson, vice president for student services, Monterey Peninsula College
Daniel Nannini, transfer center coordinator, Santa Monica College
Jane Patton, president, CCC Academic Senate
Michelle Pilati, vice president, CCC Academic Senate
California Community Colleges student representative

Committee member Douglas Freer, vice president for student affairs at Cal Poly Pomona, said the group hopes to move quickly through the process in order to be ready for fall 2011. "With more than 60 percent of CSU students coming from our community colleges, it is critical that we work to implement SB 1440 as soon as possible to ensure a smooth transition and help more students earn their bachelor's degree."

Other members of the task force from the California State University include:

Milton Gordon, president, CSU Fullerton

Donald J. Para, provost and senior vice president for academic affairs, CSU Long Beach

Sandra Cook, assistant vice president for academic affairs, San Diego State

James Postma, chair, CSU academic senate

Andrea Renwanz-Boyle, associate professor, San Francisco State

California State University student representative

An initial meeting of the task force is expected later this month or in early November.

Media contacts:

California Community Colleges: Terri M. Carbaugh, (916) 801-8300, tcarbaugh@cccco.edu

California State University: Claudia Keith, (562) 951-4800, ckeith@calstate.edu

**04.01****DEGREE ATTAINMENT TASKFORCE**

Spring 2010

Presenter: Paul Setziol, De Anza College**Topic:** Articulation and Transfer**Status:** Assigned

Whereas, California State Senator Alex Padilla has authored a bill, SB1440 (2009), which has appropriately raised an issue of public concern regarding the gap between the increasing percentage of jobs in California calling for a minimum of an associate's degree and the number of those degrees awarded by California community colleges;

Whereas, The bill also raises a legitimate concern for those students entering community colleges with the intent to transfer to a baccalaureate awarding university who end up with neither a baccalaureate nor an associate's degree; and

Whereas, In calling for legislation of degrees, the bill identifies an inappropriate venue for determining the parameters of an associate's degree, misidentifies the primary impediments to associate degree attainment, and fails to deal with those University of California and California State University students who do not attend a community college who also end up with no degree;

Resolved, That the Academic Senate for California Community Colleges work with Senator Padilla and others towards the establishment of a high level intersegmental degree attainment taskforce supported by the Legislature and consisting of Academic Senate and high level administrative representatives from all three segments which would have ambitious targets in terms of timeline and intended results and which would use all appropriate resources to determine the primary impediments to postsecondary degree attainment and propose far reaching solutions aimed at greatly increasing degree attainment;

Resolved, That the Academic Senate for California Community Colleges adopt as a high priority the preparation of ideas, research, educational principles, and values such that the Senate's assertion of faculty primacy and authority in appropriate areas is easily respected by the Legislature.

MSC Disposition: Local Senates, Senator Padilla, Board of Governors, Consultation Council

Assigned To: President**QUICK LINKS****Master Calendar »****Senate Resolutions »****Senate Papers »****Rostrum »**

**El Camino College
Degrees and Certificates Awarded
Recent Trends**

This report examines a four-year trend in degrees and certificates awarded at El Camino College. A three-year trend is provided for Compton Community Educational Center.

**Table 1
El Camino College
Degrees and Certificates Awarded
Four-Year Trend**

Location	Award Type	2005-06	2006-07	2007-08	2008-09	1-yr growth
Main/Torrance	Degrees	1,227	1,106	1,133	1,140	1%
	Certificates	239	347	370	445	20%
Compton Center	Degrees	*	156	106	150	42%
	Certificates	*	12	29	27	-7%

* Not awarded through El Camino College.

DEGREES – Main Campus

Since 2005-06, the number of degrees awarded at El Camino College has experienced some fluctuation and an overall 4-year decline. This is not surprising given the notable decline in enrollments between 2004-05 and 2006-07. However, the rate of decline among degrees was not as dramatic as these recent enrollment declines, partly due to more consistent enrollments among traditional degree-seeking students. Overall, degrees awarded declined during the period by 7%, while enrollments between 2002 and 2006 declined by 25% (percentages not shown in table). Degree counts increased slightly over the past 2 years.

All divisions experienced declines in degrees awarded with the exception of Health Sciences and Athletics which showed an increase mostly due to a jump in Nursing degrees last year (Table 2).

DEGREES – Compton Center

Degrees awarded to Compton Center students increased dramatically between 2007-08 and 2008-09, returning the Center to the higher number of degrees awarded in 2006-07. Three-year degree growth was experienced in the Business and Health Sciences and Athletics divisions, especially in Nursing (Table 4).

CERTIFICATES

There were a variety of changes made to community college certificates beginning in 2008-09 due to changes in Title 5 regulations. For El Camino College, regulation changes involved

renaming certificates from *competence* and *completion*¹ to *achievement* and *accomplishment*. Generally, certificates of achievement are those of 18 units or more, appear on a student's transcript and are approved by the Chancellor's Office. In addition, the new regulations provided for the creation of lower-unit (12-17.5) certificates of achievement with approval of the Chancellor's Office. Certificates of accomplishment are those that are less than 18 units, not Chancellor's Office approved and will not appear on a student's transcript.

One major impact of the new certificate scheme is that students are permitted to receive multiple certificates in one program with different areas of emphasis. With some programs electing this option, the number of certificates offered at ECC grew from 78 to 95 in 2008-09 with a few additions expected for 2009-10. A grade point average (GPA) of 2.0 is required for all certificates, with Honors and High Honors certificates of achievement awarded for minimum GPAs of 3.0 and 3.5, respectively. For the purposes of this report, all certificates are treated equally.

Main Campus Certificates

Although enrollment declined during the period, specifically among working adults, certificate awards grew continuously through the period, with a one-year jump of 20% last year (Table 3). Only this last year's growth can be attributed to changes in certificate offerings. Industry and Technology expanded certificate offerings in several areas and showed a growth of 42% over the previous year.

Compton Center Certificates

While certificates awarded at Compton Center remained much higher than the low point of 2006-07, the count dipped slightly from 2007-08 (Table 5) and still remains very low as a percentage of enrollment. One area of certificate growth was in Business with 6 certificates awarded in 2008-09, up from 0 and 1 in previous years.

CONCLUSION

A drop in ECC degrees awarded was likely this year due to enrollment declines in recent years. Many programs did experience declines. However, overall degrees awarded have grown since a 2005-06 low. This is likely due to more consistent enrollment by traditional college-aged students and strong growth in a limited number of majors such as Accounting and Nursing. Certificates experienced strong growth during the period despite declines among working adults who make up more than half of all certificate recipients (see *Research Brief #5: Degrees and Certificates by Age Group* for more information). The dramatic growth in 2008-09 is partially due to the expansion of certificate offerings.

Compton Center degrees and certificates are growing slowly over time but not necessarily in a linear fashion. It may be too soon after the beginning of the partnership with El Camino College to see large numbers of students moving through to degrees and higher-unit certificates. Future years should begin to show strong continuous growth in Compton awards.

¹ *Competence* and *completion* are now reserved for special noncredit certificates (not awarded at ECC).

**Charts 1 and 2:
Recent Growth Trends in Degrees and Certificates**

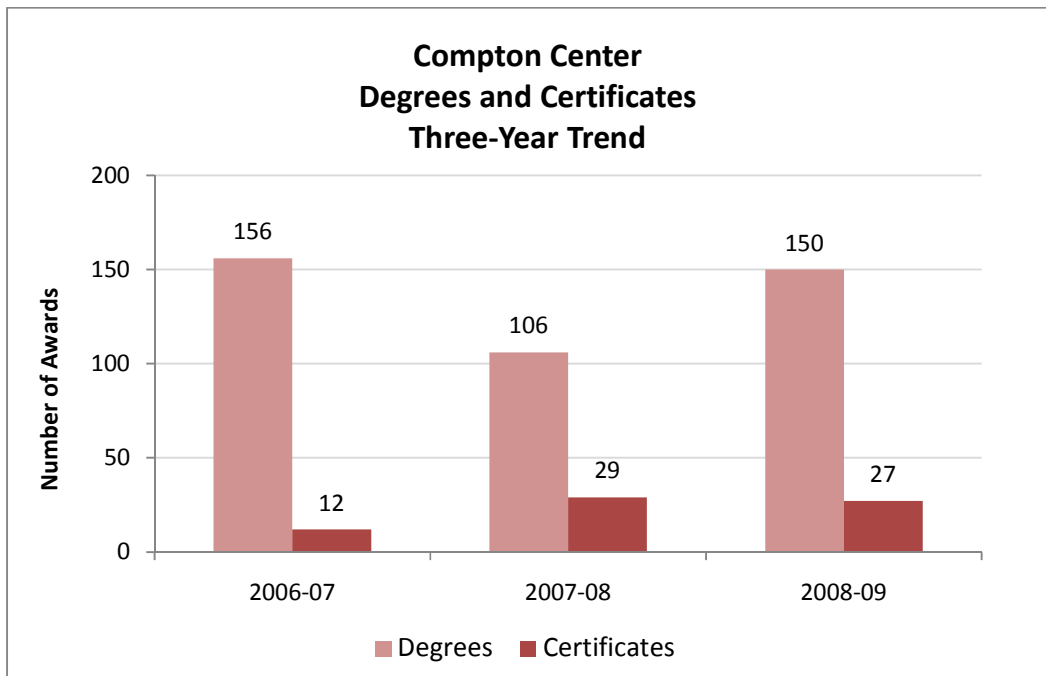
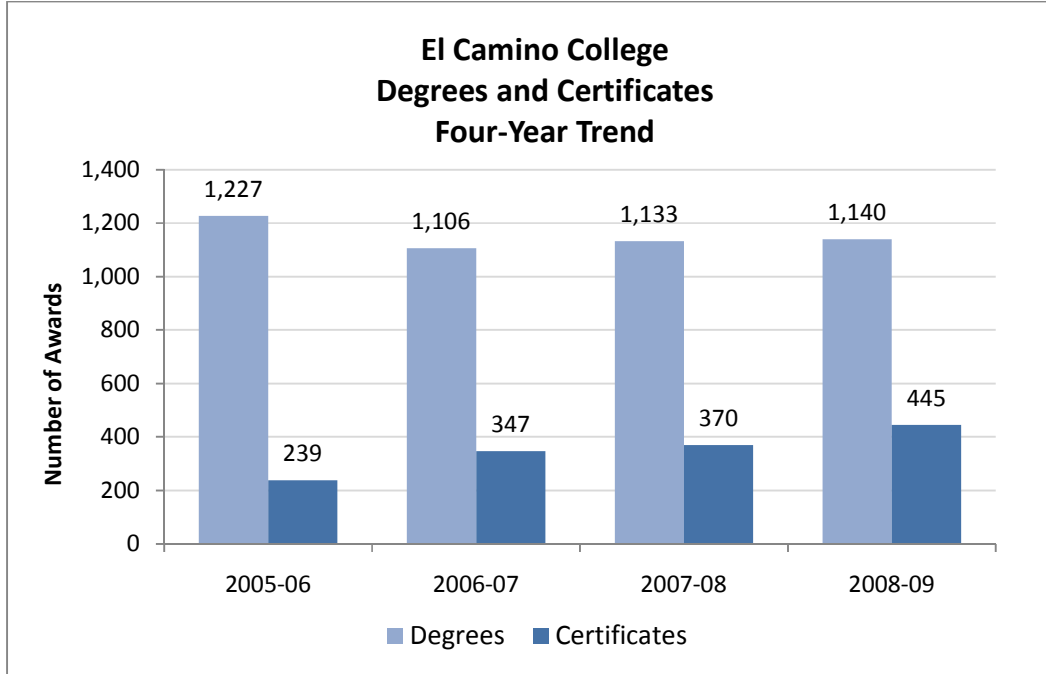


Table 2
El Camino College (Main Campus)
Degrees Awarded by Major
Four-Year Trend

Division	Major	2005-06	2006-07	% growth	2007-08	% growth	2008-09	% growth
Behavioral and Social Sciences	Anthropology	3	1		1		5	
	Childhood Education	40	36		33		38	
	Economics	20	11		7		22	
	History	17	13		11		8	
	Philosophy	2	1		2		1	
	Political Science	8	5		6		8	
	Psychology	22	17		10		19	
	Sociology	34	27		22		26	
Total Behavioral and Social Sciences		146	111	-24%	92	-17%	127	38%
Business	Accounting	9	10		13		16	
	Business Management	123	113		119		113	
	Computer Information Systems	20	15		5		8	
	Marketing	2	10		3		6	
	Office Administration	9	2		3		4	
	Paralegal Studies	18	12		20		6	
	Real Estate	10	4		7		5	
Total Business		191	166	-13%	170	2%	158	-7%
Fine Arts	Art (Various Majors)	32	32		25		30	
	Dance	3	2		1		3	
	Film/Video	9	2		1		9	
	Music	4	4		5			
	Photography	3	2		5		1	
	Speech Communication	10	4		5		7	
	Theatre	8	4		1		4	
Total Fine Arts		69	50	-28%	43	-14%	54	26%
Health Sciences and Athletics	Lab. Technician (Medical)	2						
	Nursing	90	97		97		116	
	Physical Education	5	6		2		3	
	Pre-Dentistry or Medicine	11	10		9		9	
	Pre-Nursing							
	Radiologic Tech	12	20		18		15	
	Recreation				2		1	
	Respiratory Care	13	15		13		15	
	Sign Language/Interpreter Tng.	17	19		21		13	
Total Health Sciences and Athletics		150	167	11%	162	-3%	172	6%
Humanities	English	17	15		13		17	
	French	3	3		1		2	
	Japanese	1	6		1		3	
	Journalism	4			1		2	
	Spanish	4	4		2		5	
Total Humanities		29	28	-3%	18	-36%	29	61%
Gen Studies	General, Trans. or Liberal Studies	447	420		509		459	
Total General Studies		447	420	-6%	509	21%	459	-10%

Division	Major	2005-06	2006-07	1-yr growth	2007-08	1-yr growth	2008-09	1-yr growth
Industry and Technology	Administration of Justice	29	31		20		23	
	Air Conditioning & Refrig.	2	3		9		3	
	Architecture	17	8		7		11	
	Auto. Collision Repair/Paint.		1				2	
	Automotive Technology	5	6		4		4	
	Cabinet & Fine Woodworking						1	
	Computer Aided Design/Drafting	6	3		5			
	Computer Technology							
	Construction Technology	5	4		1		8	
	Cosmetology	4	1		4		1	
	Electronics/Comp Hardware Tech	9	7		7		3	
	Environmental Technology							
	Family and Consumer Studies						2	
	Fashion Design and Production	7	3		1		5	
	Fashion Merchandising	2	1		3		1	
	Fire & Emergency Tech.-P Tech	8	3		3		7	
	Fire & Emergency Technology	24	28		21		17	
	Machine Tool Technology	6	1		5		3	
	Manufacturing Technology	1						
Pre-Engineering	4	15		8		11		
Welding	3	4		3		2		
Total Industry and Technology		132	119	-10%	101	-15%	104	3%
Mathematics	Computer Science	4	6		3		1	
	Mathematics	20	12		9		12	
Total Mathematics		24	18	-25%	12	-33%	13	8%
Natural Sciences	Biology	12	14		10		6	
	Chemistry	4	3		1		5	
	Environmental Horticulture	3	2		2		1	
	General Science	13	5		7		7	
	Geography	4			1			
	Geology	1						
	Physical Science	2	1		2		3	
Physics		2		3		2		
Total Natural Sciences		39	27	-31%	26	-4%	24	-8%
All Degrees Awarded		1,227	1,106	-10%	1,133	2%	1,140	1%

Source: CCC Chancellor's Office and ECC Admissions & Records

Table 3
El Camino College (Main Campus)
Certificates Awarded by Major
Four-Year Trend

Division	Major	2005-06	2006-07	% growth	2007-08	% growth	2008-09	% growth
Behavioral and Social Sciences	Anthropology							
	Childhood Education	7	9		12		2	
	Economics							
	History							
	Philosophy							
	Political Science							
	Psychology							
	Sociology							
Total Behavioral and Social Sciences		7	9	29%	12	33%	2	-83%
Business	Accounting	6	12		11		11	
	Business Administration							
	Business Management	9	9		13		8	
	Computer Information Systems	4	5		3		2	
	Marketing		6		13		8	
	Office Administration	5	5		2		8	
	Paralegal Studies	20	10		24		7	
	Real Estate	2			3		3	
Total Business		46	47	2%	69	47%	47	-32%
Fine Arts	Art (Various Majors)	2	2					
	Dance							
	Digital Arts	3	4		3		8	
	Film/Video	1	3		3		5	
	Music							
	Photography							
	Speech Communication	8	8		13		3	
	Theatre	4	1		1			
Total Fine Arts		18	18	0%	20	11%	16	-20%
Health Sciences and Athletics	Lab. Technician (Medical)							
	Nursing							
	Physical Education							
	Pre-Dentistry or Medicine							
	Pre-Nursing							
	Radiologic Tech	18	12				18	
	Recreation							
	Respiratory Care	13	14		13		15	
	Sign Language/Interpreter Tng.	20	20		19		14	
Total Health Sciences and Athletics		51	46	-10%	32	-30%	47	47%
Humanities	English							
	French							
	Japanese							
	Journalism							
	Spanish							
Total Humanities		0	0		0		0	

Division	Major	2005-06	2006-07	% growth	2007-08	% growth	2008-09	% growth
Industry and Technology	Administration of Justice	13	16		14		13	
	Air Conditioning & Refrig.	10	10		36		59	
	Architecture	8	3				5	
	Auto. Collision Repair/Paint.		4				3	
	Automotive Technology	2	3		12		26	
	Cabinet & Fine Woodworking	1						
	Computer Aided Design/Drafting	4	1		4		1	
	Computer Technology							
	Construction Technology	3	10		4		5	
	Cosmetology	2	41		36		45	
	Electronics/Comp Hardware Tech	10	8		13		10	
	Environmental Technology							
	Fashion Design and Production	5	3		1		5	
	Fashion Merchandising						1	
	Fire & Emergency Tech.-P Tech	36	56		63		104	
	Fire & Emergency Technology	5	55		35		39	
	Machine Tool Technology	4	4		10		7	
	Manufacturing Technology		2					
	Pre-Engineering							
	Welding	5	8		5		7	
Total Industry and Technology		108	224	107%	233	4%	330	42%
Mathematics	Computer Science	2	2		1		2	
	Mathematics							
Total Mathematics		2	2	0%	1	-50%	2	100%
Natural Sciences	Biology							
	Chemistry							
	Environmental Horticulture	7	1		3		1	
	General Science							
	Geography							
	Geology							
	Physical Science							
Physics								
Total Natural Sciences		7	1	-86%	3	200%	1	-67%
All Certificates Awarded		239	347	45%	370	7%	445	20%

Source: CCC Chancellor's Office and ECC Admissions & Records

**Table 4
Compton Community Educational Center
Degrees Awarded by Major
Three-Year Trend**

Division	Major	2006-07	2007-08	1-yr growth	2008-09	1-yr growth
Behavioral and Social Sciences	Anthropology					
	Childhood Education	21			15	
	Economics					
	History				1	
	Philosophy					
	Political Science					
	Psychology		1			
	Sociology		1		1	
Total Behavioral and Social Sciences		21	2	-90%	17	750%
Business	Accounting	2				
	Business Management	2	1		5	
	Computer Information Systems					
	Marketing					
	Office Administration					
	Paralegal Studies					
	Real Estate		1		3	
Total Business		4	2	-50%	8	300%
Fine Arts	Art (Various Majors)					
	Dance					
	Film/Video				1	
	Music					
	Photography					
	Speech Communication				1	
	Theatre					
Total Fine Arts		0	0		2	
Health Sciences and Athletics	Lab. Technician (Medical)					
	Nursing	22	35		34	
	Physical Education					
	Pre-Dentistry or Medicine					
	Pre-Nursing					
	Radiologic Tech					
	Recreation					
	Respiratory Care					
	Sign Language/Interpreter Tng.					
Total Health Sciences and Athletics		22	35	59%	34	-3%
Humanities	English					
	French					
	Japanese					
	Journalism					
	Spanish					
Total Humanities		0	0		0	
General Studies	General, Transfer or Liberal Studies	99	62		84	
Total General Studies		99	62	-37%	84	35%

Division	Major	2006-07	2007-08	1-yr growth	2008-09	1-yr growth
Industry and Technology	Administration of Justice	7	4		1	
	Air Conditioning & Refrig.					
	Architecture					
	Auto. Collision Repair/Paint.		1			
	Automotive Technology					
	Cabinet & Fine Woodworking					
	Computer Aided Design/Drafting	1				
	Computer Technology					
	Construction Technology					
	Cosmetology					
	Electronics/Comp Hardware Tech					
	Environmental Technology					
	Fashion Design and Production					
	Fashion Merchandising					
	Fire & Emergency Tech.-P Tech					
	Fire & Emergency Technology					
	Machine Tool Technology	1				
	Manufacturing Technology					
	Pre-Engineering					
	Welding	1				3
Total Industry and Technology		10	5	-50%	4	-20%
Mathematics	Computer Science					
	Mathematics					
Total Mathematics		0	0		0	
Natural Sciences	Biology					
	Chemistry				1	
	Environmental Horticulture					
	General Science					
	Geography					
	Geology					
	Physical Science					
Physics						
Total Natural Sciences		0	0		1	
All Degrees Awarded		156	106	-32%	150	42%

Source: CCC Chancellor's Office and ECC Admissions & Records

**Table 5
Compton Community Educational Center
Certificates Awarded by Major
Three-Year Trend**

Division	Major	2006-07	2007-08	% growth	2008-09	% growth
Behavioral and Social Sciences	Anthropology					
	Childhood Education	8	18		15	
	Economics					
	History					
	Philosophy					
	Political Science					
	Psychology					
	Sociology					
Total Behavioral and Social Sciences		8	18	125%	15	-17%
Business	Accounting					
	Business Administration					
	Business Management				1	
	Computer Information Systems				1	
	Marketing				1	
	Office Administration				2	
	Paralegal Studies					
	Real Estate		1		1	
Total Business		0	1		6	500%
Fine Arts	Art (Various Majors)					
	Dance					
	Digital Arts					
	Film/Video					
	Music					
	Photography					
	Speech Communication					
	Theatre					
Total Fine Arts		0	0		0	
Health Sciences and Athletics	Lab. Technician (Medical)					
	Nursing					
	Physical Education					
	Pre-Dentistry or Medicine					
	Pre-Nursing					
	Radiologic Tech					
	Recreation					
	Respiratory Care					
	Sign Language/Interpreter Tng.					
Total Health Sciences and Athletics		0	0		0	
Humanities	English					
	French					
	Japanese					
	Journalism					
	Spanish					
Total Humanities		0	0		0	

Division	Major	2006-07	2007-08	% growth	2008-09	% growth
Industry and Technology	Administration of Justice	2	5			
	Air Conditioning & Refrig.					
	Architecture					
	Auto. Collision Repair/Paint.	1				
	Automotive Technology		3		3	
	Cabinet & Fine Woodworking					
	Computer Aided Design/Drafting	1				
	Computer Technology					
	Construction Technology					
	Cosmetology				1	
	Electronics/Comp Hardware Tech					
	Environmental Technology					
	Fashion Design and Production					
	Fashion Merchandising					
	Fire & Emergency Tech.-P Tech					
	Fire & Emergency Technology					
	Machine Tool Technology					
	Manufacturing Technology					
	Pre-Engineering					
Welding		2		2		
Total Industry and Technology		4	10	150%	6	-40%
Mathematics	Computer Science					
	Mathematics					
Total Mathematics		0	0		0	
Natural Sciences	Biology					
	Chemistry					
	Environmental Horticulture					
	General Science					
	Geography					
	Geology					
	Physical Science					
Physics						
Total Natural Sciences		0	0		0	
All Certificates Awarded		12	29	142%	27	-7%

Division	Major	2006-07	2007-08*	% growth	2008-09	% growth
Industry and Technology	Administration of Justice	2	5			
	Air Conditioning & Refrig.					
	Architecture					
	Auto. Collision Repair/Paint.	1				
	Automotive Technology		5		3	
	Cabinet & Fine Woodworking					
	Computer Aided Design/Drafting	1				
	Computer Technology					
	Construction Technology					
	Cosmetology				1	
	Electronics/Computer Hardware					
	Environmental Technology					
	Fashion Design and Production					
	Fashion Merchandising					
	Fire & Emergency Tech.-P Tech					
	Fire & Emergency Technology					
	Machine Tool Technology					
	Manufacturing Technology					
	Pre-Engineering					
	Welding			2		2
Total Industry and Technology		4	12	200.0	6	-50.0
Mathematics	Computer Science					
	Mathematics					
Total Mathematics		0	0		0	
Natural Sciences	Biology					
	Chemistry					
	Environmental Horticulture					
	General Science					
	Geography					
	Geology					
	Physical Science					
Physics						
Total Natural Sciences		0	0		0	
All Certificates Awarded		12	32	166.7	27	-15.6

* Estimate pending final list of awards.

Source: CCC Chancellor's Office and ECC Admissions & Records



EL CAMINO COLLEGE
Vice President – Academic Affairs

NOTES – ENROLLMENT MANAGEMENT MEETING
November 4, 2010

Present: L. Alford, K. Curry, I. Graff, B. Jaffe, C. Lee, E. Martinez, G. Miranda, B. Mulrooney, J. Nishime, D. Reid, S. Rodriguez, D. Rowan, J. Shankweiler, R. Smith, A. Spor, M. Stupy, H. Tyler, J. Wagstaff

I. INFORMATION

A. Notes of 10/7/10: Reviewed and approved.

II. DISCUSSION/ACTION

A. ECC Degrees Awarded by Major: It was noted that the College offers so many different types of degrees by major that those that are seldom completed should be considered for removal. It may be better to offer general degrees as opposed to discipline specific degrees. When a student specifies a major for his/her associate degree, it is not noted on transcript. Students who may not further their education after an AA/AS degree may want major stipulated. Some colleges offer general degrees such as Humanities or Behavioral Sciences which may be an option for the college to consider. For vocational degrees, we would take a different approach. The goal is to increase the number of students receiving degrees and certificates. Suggestions that were shared include:

1. Provide information on the ECC website of classes a student needs for a specific certificate or degree. Check Photography webpage for more details as an example (<http://www.elcamino.edu/academics/finearts/photo/degrees.asp>).
2. Get word out to students as some do not realize how close they are in receiving a degree.
3. Provide workshops to promote an associate degree.
4. Provide graduation information at the Information Desk before the deadline.
5. Information and flyers can be available in the division offices for students.
6. Encourage faculty to work with counselors on programs.
7. Have a kick-off campaign on Flex Day.
8. Visual props to display throughout campus (i.e. Library): cap and gown on a mannequin with “This Could be You!” signage.
9. Post the graduation application online.
10. Apply online and send email to students that are close to graduating and guide to a link.
11. Use pop-up to relay messages on Portal as date gets close. Use pop-up for critical dates but don’t over saturate or students will ignore.
12. Post graduation reminder on Portal.
13. Share dates with S. Kimball and have messages appear on certain dates.
14. Many students, especially evening students, have busy lives and attend classes and leave. It is important to get faculty involved as they may be the “face of the college” for these students.
15. Provide graduation information on Twitter, YouTube, etc.

16. Faculty need to be informed about graduation requirements.
 17. Other ways to get the word out: Title V grant, flex day activity, breakout session, evaluators, and counselors.
- B. Meeting Schedule: It was agreed that Enrollment Management will meet once a month instead of twice on the first Thursday of the month. Additional meetings will be scheduled if necessary.
- C. CEC Update: K. Curry provided an update for CEC.
1. The next Enrollment Management meeting will be held on 11/8.
 2. Feedback on the fall 2010 registration survey provided helpful data. G. Sequeira linked survey to SLO. The survey will be slightly modified in spring and will continue each semester so students can provide feedback. It was noted that ECC may provide a similar survey for students.
 3. A workshop on customer service for management and classified on “How to Avoid Run Around.”
 4. A workshop on “How to Provide Presentations to Perspective Students” will be offered to classified employees

III. NEXT MEETING

The next meeting is scheduled for Thursday, December 2, 9-10 a.m., in Lib 202.

Dear College Council:

Regarding the smoking policy discussion, here are the results of the campus smoking questions from the Spring 2006 student opinion survey. 65% favor restriction to designated areas, while 47% favor a complete ban on smoking on campus.

8. Smoking should be *restricted* on campus to designated areas.

Scale	n	%	Valid %
Strongly Agree	691	41.5	54.7
Agree	124	7.4	9.8
Neutral	249	14.9	19.7
Disagree	73	4.4	5.8
Strongly Disagree	126	7.6	10.0
Total	1263	75.8	100.0
Blank		403	24.2
Total		1666	100.0

9. Smoking should be *completely banned* on campus.

Scale	n	%	Valid %
Strongly Agree	410	24.6	32.4
Agree	186	11.2	14.7
Neutral	296	17.8	23.4
Disagree	151	9.1	11.9
Strongly Disagree	223	13.4	17.6
Total	1266	76.0	100.0
Blank		400	24.0
Total		1666	100.0

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