



Officers & Executive Committee

Table listing officers and executive committee members: President Christina Gold, Secretary Chris Jeffries, VP Compton Educ'l Center Michael Odanaka, VP Finance & Special Projects Lance Widman, Curriculum Chair Jenny Simon, VP Academic Technology Pete Marcoux, VP Educational Policies Merriel Winfree, Co-VPs Faculty Development Claudia Striepe, VP Instructional Effectiveness Janet Young, Kristie Daniel-DiGregorio

Main table listing senators by division and term: Adjunct (Nicholas Sean Bonness, Kathryn Hall), Behavior & Social Sciences (Janet Young, Christina Gold, Kristie Daniel-DiGregorio, Lance Widman*, Michael Wynne), Business (Phillip Lau, Jay Siddiqui*, Gabriella Fernandez), Compton Educational Center (Estina Pratt, Chris Halligan, Essie French-Preston, Michael Odanaka*, vacant), Counseling (Griselda Castro, Chris Jeffries*, Dexter Vaughn), Fine Arts (Ali Ahmadpour, Chris Wells*, Russell McMillin, Vince Palacios, vacant), Health Sci & Athletics/Nursing (Tom Hazell*, Tom Hicks, Mina Colunga, Kim Baily, vacant), Humanities (Brent Issacs, Peter Marcoux*, Kate McLaughlin, Barbara Jaffe, Jenny Simon), Industry & Technology (Patty Gebert, Harold Hofmann, Lee Macpherson, Douglas Marston*, Merriel Winfree), Learning Resource Unit (vacant, Claudia Striepe*), Mathematical Sciences (Michael Bateman, Hamza Hamza, Arkadiy Sheynshteyn, Alice Martinez, Eduardo Barajas), Natural Sciences (Sara Di Fiori, Miguel Jimenez*, Anne Valle, vacant, vacant), Academic Affairs & SCA (Francisco Arce, Karen Lam, Jeanie Nishime, Robert Klier), Associated Students Org. (Simone Jackson, Brooke Matson), President/Superintendent (Thomas Fallo), Division Personnel (Jean Shankweiler, Don Goldberg, Tom Lew, Ken Key), Ex-officio positions (ECCFT President Sean Donnell, Nina Velasquez, Curriculum Chair Jenny Simon, CEC Chair-Elect Jerome Evans), Institutional Research (Irene Graff, Carolyn Pineda)

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.

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



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)

FALL 2012

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

SPRING 2013

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

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

FALL 2012

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

SPRING 2013

January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room



AGENDA & TABLE OF CONTENTS

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A. CALL TO ORDER (12:30)		
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	B. VP – Compton Education Center – Michael Odanaka	
	C. Chair – Curriculum – Mark Lipe	
	D. VP – Educational Policies – Alice Martinez	
	E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio	
	F. VP – Finance – Lance Widman	10-12
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D. SPECIAL COMMITTEE REPORTS	A. Assessment of Learning Committee and SLOs Update – Janet Young	
	B. Information Literacy Institutional Learning Outcome Assessment – Assessment of Learning Committee and Institutional Research and Planning	20-26
	C. Proposed Planning Model – Planning Model Team and Institutional Planning and Research	27-31
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E. UNFINISHED BUSINESS		
F. NEW BUSINESS		
G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS		
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J. ADJOURN		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Chris Wells Kristie DiGregorio Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader	1 st & 3 rd Thurs.	1-2:30	Library 202

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

ACADEMIC SENATE ATTENDANCE

4th, June 2013

Name: Initials

Adjunct (1year)

Bonness, Nicholas Sean
Hall, Kathryn

Behavioral & Social Sciences

Daniel-DiGregorio, Kristie X
Gold, Christina X
Widman, Lance X
Wynne, Michael X
Young, Janet X

Business

Fernandez, Gabriella X
Philip, S. Lau X
Siddiqui, Jay X

Counseling

Castro, Griselda X
Jeffries, Chris X
Vaughn, Dexter

Fine Arts

Ahmadphour, Ali X
McMillin, Russell X
Palacios, Vince
Wells, Chris
VACANT

Health Sciences & Athletics

Baily, Kim
Colunga, Mina
Hazell, Tom EXC
Hicks, Tom
VACANT

Humanities

Isaacs, Brent X
Jaffe, Barbara X
Marcoux, Pete
McLaughlin, Kate
Simon, Jenny X

Industry & Technology

Gebert, Pat X
Hoffmann, Ed X
MacPherson, Lee X
Marston, Doug X
Winfree, Merriel X

Name: Initials

Learning Resources Unit

Ichinaga, Moon X
Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo X
Bateman, Michael X
Hamza, Hamza
Martinez, Alice X
Sheynshteyn, Arkadiy

Natural Sciences

Doucette, Pete X
DiFiori, Sara X
Jimenez, Miguel
VACANT
VACANT

Academic Affairs & SCA

Arce, Francisco
Nishime, Jeanie
Lam, Karen

Assoc. Students Org.

Matson, Brooke
Montague-Jackson, Simone

Compton Education Center

French-Preston, Essie X
Halligan, Chris
Odanak, Michael X
Pratt, Estina
Smith, Darwin

Ex-officio Positions

Shadish, Elizabeth (ECCFT)
Velasquez, Nina (ECCFT)
VACANT (CEC-VP)
Simon, Jenny (CCC Chair) X

Deans' Reps.; Guests/Other Officers:

Pineda, Carolyn X
Shrader, Daniel N. X

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

Academic Senate President Gold called the last Academic Senate meeting of the Spring 2013 semester to order on June 4, 2013 at 12:36pm. The meeting was held in the Alondra Room.

Approval of last Minutes:

[See pgs. 6-10 of packet] for minutes of the May 21, 2013 meeting. A small correction was made for the AA-T and AS-T. The minutes were approved with this one correction.

OFFICER REPORTS

Academic Senate President's report – Christina Gold (CG)

The College Council minutes are in the packet. They are doing final editing of the document “Making Decisions at El Camino College.” Over the summer in the months of June and July there will be seven policies and procedures sent to the Board for approval.

The Council of Deans notes are also in the packet.

A list of added classes for summer and fall are included and that comes to an additional 100 classes. Dr. Arce announced we are now closer to our offerings prior to the 2010/11 academic year. M. Odanaka asked where we are in regards to cap and growth. Dr. Arce stated that we are under cap by 400 FTES plus we have 1% growth for this year and another 1.6-1.7% for next year which will make us under about 700 FTES. The District plans on shifting 400 FTES from summer to help with this shortfall.

CG passed around a list of possible workshops for the fall Flex Day which included “Senate 101,” “What’s Up With the Senate,” “Academic Freedom,” and “Collegial Consultation” and asked for us to vote on them.

VP – Compton Educational Center report – Michael Odanaka (MO)

The Center has also added 100 sections for the summer and fall terms. Student Learning Outcomes (SLO) are coming along with 15 course level SLO’s and 5 program SLO’s completed. Everything must be completed by June 15th.

Ali Ahmadpour questioned what strategy was used when deciding which classes to add. CG stated that scheduling is under the prevue of the Administration and specifically Academic Affairs. They basically look at what are the student needs. The priorities are general education, transfer courses and general education breadth requirements. For example, 10 Communication Studies classes have been added and also additional math sections which are now at 96% capacity. CG said that scheduling can be a future agenda item and A. Ahmadpour asked if we could have an open free forum at every third meeting or so of the Senate. CG said she could check the Brown Act, but thinks it is better if the agenda is prepared. P. Lau asked what our current enrollment is and it was answered that we are at 17,775 FTES which is 23,000 headcount and our goal is to be at 18,400 FTES which is 26-27,000 headcount.

Curriculum Committee report – Jenny Simon (JS)

No report.

VP – Educational Policies – Merriel Winfree (MW)

No report.

Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe (MI and CS)

No report.

VP- Finance – Lance Widman (LW)

No Report.

VP – Academic Technology – Pete Marcoux (PM)

No report.

VP – Instructional Effectiveness – Janet Young (JY)

Latest numbers for SLO assessments completed are phenomenal! Currently Math and Natural Sciences are both at 100%. The average is 90% overall. Industry and Technology are at 77%, but will be at 94% by the end of the semester. This is definitely different than the 55% which was reported to the ACCJC.

UNFINISHED BUSINESS

Distance Education – Regular Effective Contact – pages 23-25

These guidelines explain how on-line courses at ECC will meet the accreditation requirements for frequent, faculty-initiated contact, a critical factor in distinguishing on-line from correspondence courses. It was created in consultation with the Academic Senate Distance Education Task Force and was authored and approved by the Distance Education Advisory committee. This is a second reading and the Senate may choose to vote on it.

- A) Regular Effective Contact – L. Widman motioned to approve, A. Ahmadpour seconded. There was no discussion. Passed unanimously.
- B) Student Authentication Guidelines – C. Striepe motioned to approve, J. Young seconded. There was no discussion. Passed unanimously.
- C) Teaching Certification Program – A. Martinez asked if there is a difference between hybrid courses and on-line courses and it was answered they are all treated the same. J. Simon motioned to approve, A. Ahmadpour seconded. There was no more discussion. Passed unanimously.

NEW BUSINESS

- 1. **Resolution of Appreciation – Merriel Winfree**
- 2. **Resolution of Appreciation – Moon Ichinaga**
- 3. **Resolution of Appreciation – Jenny Simon**

All three were presented with their resolutions of appreciation and thanked by CG for all their hard work. Each resolution was voted on and passed by the Senate. CG also thanked everyone for their work on the Senate this past semester and especially offered thanks to the campus community specifically the students, the rotating deans throughout the semester, the VP's and the Office of Institutional Research for their continued support.

INFORMATION ITEMS – DISCUSSION

Making Decisions at El Camino College. This item has already gone through consultation and is at the approval stage in College Council, but CG was opening it up for further discussion. She pointed out that the full document could be found in the May 7, 2013 Senate packet. A. Martinez asked if we are following Title 5 and the 10 + 1 requirements if the Academic Senate President cannot bring agenda items to the Board. CG said that it is normal for the college president to bring forward agenda items to the Board.

Associated Students Organization – Textbook Presentation – pages 31-35. The ASO presented on the results of its investigation into textbook purchasing and usage and their related recommendations. The presentation was made by Simone Montague-Jackson, Sarah Hafiz, Ariel Beverly, and Tiffany Tran. They noted that on average, students pay about \$640 per semester or \$1280 per year on textbooks. It was also noted that about 20% of students are not buying textbooks and therefore dropping out, so this is an issue. Their slideshow presentation pointed out the various reasons for the high cost of textbooks. A research poll conducted on campus in the Fall 2012 with about 100+ students participating found that most students purchase their textbooks from the bookstore. Other resources were Amazon.com and on-line sources. Also the majority of students buy their books rather than renting them and a large majority

would love to review the materials on-line in the library. Some possible solutions were to convince the students that purchase textbooks from outside sources to rent textbooks from the ECC Bookstore. This would benefit both the students and the bookstore because it would result in more used books. Also they thought it would be a good idea to create a small initiative to educate students on the best times to sell their books back to the bookstore. The ASO would also like to establish a precedent to have textbooks available in the ECC Library. M. Ichinaga sympathized with the plight of the students, but noted that the grant to purchase textbooks for the reserve desk in the library ended last year. Now they just rely on faculty giving them extra copies for the reserve desk. She also pointed out that publishers object to using preview copies for free. MI stated that there are currently about 800 titles in the library and though they would love to have more, they are limited by money. MI also pointed out that the ASO and librarians had not had a chance to meet before their presentation due to schedule conflicts and such. MI explained how the library does purchase electronic books, but they cannot be downloaded and instead are view only. There have been some changes since January 2013 especially as it relates to STEM (Science, Technology, Engineering and Math) books and there have been about 4000 of the 2012 titles that no longer have copyright restrictions. Just recently reference books have been made available on-line and they are copyright free. MI said it is important to note that these materials can support the curriculum, but they are NOT textbooks. The challenge is that publishers will not allow books to be viewed as Ebooks because they lose control over the material and also librarians have no control over copyright laws. There are collections that can be purchased as a subscription, but the cost isn't cheap. With our budget and the shortage of staff, it just may not be the right time to go to Ebooks. S. Jackson stated it was just a concept and would not have to be implanted right away. SJ said the emphasis could be more on pushing textbook rentals. MI said she could do a feasibility study on the concept and see how they can make the textbook collection more viable. There is a person on the CSUDH campus working on creating a beta campus for just this issue, but there is cost and time involved even though lottery funds have been used. At this time, no CSU campus has stepped up to take this project on. MI thinks there needs to be more pressure on the publishers. She noted that the library does have an Advisory Committee and they would be glad to invite students to attend their meetings. E. Barajas noted that many publishers are using interactive venues such as required CD's which won't be available as copies in the library. This trend is ongoing in a push for the publishers to continue to get their money. Instructors can negotiate to a point, but publishers are in it to make money. A. Ahmadphor asked if there can be a way to loan books to students in need. Dr. Arce said the library can include that in their unit plan. A. Beverly asked if there is a requirement for instructors to assign textbooks and the answer was that yes, in the course outline of records there are representative samples of textbooks to be used for each class, but J. Simon noted they are not required. Arce said we should encourage as much supplemental or on-line resources, but it is just easier to assign one textbook. Further discussion may have entailed, but the secretary had to leave at 1:58

ADJOURN

The meeting adjourned at an unknown time since the secretary had to leave.

CJ/ECCSpring13

**LOCAL AREA ACADEMIC CALENDARS
ACADEMIC YEAR 2013-14**

Local Area College and University Term Dates									
Institution	Fall 2013 Term Start	Fall 2013 Term End	Spring 2014 Term Start	Spring 2014 Term End	Summer 2014			Summer 2014 Term End	Winter Interession Offered
					1st Summer Term Start	8 Week Term Start	2nd Summer Term Start		
El Camino College	8/26	12/13	1/21	5/16	5/21	6/16	7/7	8/14	No
Compton Center	8/26	12/13	1/21	5/16	5/21	6/16	7/7	8/14	No
Long Beach City College	8/26	12/13	2/3	6/6	6/9		7/14	8/15	Yes
Los Angeles Harbor College	8/26	12/13	2/3	6/6	6/17	6/17		8/9	Yes
Santa Monica College	8/26	12/13	2/18	6/13	6/23	6/23		8/15	Yes
West LA Community College	8/26	12/13	2/3	6/6	6/17			8/18	No
CSU Dominguez Hills	8/26	12/13	1/18	5/22	5/31		7/12	8/15	Yes
CSU Fullerton	8/26	12/13	1/16	5/23	5/28		7/7	8/8	Yes
CSU Long Beach	8/26	12/13	1/21	5/23	5/27		7/7	8/15	Yes
CSU Los Angeles*	9/26	12/14	4/1	6/14	6/23			9/6	N/A
CSU Northridge	8/26	12/13	1/21	5/22	5/28		7/10	8/18	Yes
UC System*	9/26	12/13	4/1	6/14	6/23		8/4	9/10	N/A

*Academic calendar is based on the quarter system

Local Area College and University Registration Dates			
Community College	Fall 2013 Registration Start	Spring 2014 Registration Start	Summer 2014 Registration Start
El Camino College	5/14	11/14	4/21*
Compton Center	5/14	11/14	4/21*
Santa Monica College	5/15	12/1	5/15
West LA Community College	5/6	10/15	5/6
Los Angeles Harbor College	5/6	11/29	5/6
Long Beach City College	7/8	11/19	5/13
CSU Dominguez Hills	4/29	11/4	3/24
CSU Fullerton	7/8	10/26	4/12
CSU Long Beach	4/8	11/4	3/10
CSU Los Angeles	7/23	2/5	4/29
CSU Northridge	7/15	11/4	3/24
UC System	7/23	2/5	4/29

*Estimate value; official dates not yet approved

Area High School Session Dates					
Service Area Schools			Non-Service Area Schools		
High School	First Day	Last Day	High School	First Day	Last Day
Bishop Montgomery High School	8/21	6/12	Banning Senior High School	8/13	5/29
El Segundo Senior High School	8/27	6/12	Carson Senior High School	8/12	6/6
Hawthorne High School	8/26	6/19	Gardena Senior High School	8/13	6/6
Inglewood High School	9/5	6/20	Junipero Serra High School	8/19	6/6
Lawndale High School	8/26	6/20	Narbonne Senior High School	8/13	6/6
Leuzinger High School	8/26	6/20	Palos Verdes High School	8/27	6/5
Mira Costa High School	8/28	6/18	Palos Verdes Peninsula High School	8/27	6/5
Morningside High School	9/5	6/20	San Pedro Senior High School	8/13	6/5
North High School	9/6	6/16	Washington High School	8/13	6/6
Redondo High School	8/27	6/12			
South High School	9/6	6/16			
Torrance High School	9/6	6/16			
West High School	9/6	6/16			

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 22, 2013

MEMBERS PRESENT

- | | |
|--|---|
| <input checked="" type="checkbox"/> Jan Caldwell – Campus Police | <input checked="" type="checkbox"/> Dipte Patel – Academic Affairs |
| <input type="checkbox"/> Sean Donnell – ECCFT | <input type="checkbox"/> Dawn Reid – Student & Community Adv. |
| <input checked="" type="checkbox"/> Alice Grigsby – Mgmt./Supervisors | <input checked="" type="checkbox"/> Cheryl Shenefield – Administrative Services |
| <input type="checkbox"/> Vacant – ASO | <input type="checkbox"/> Gary Turner – ECCE |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Lance Widman – Academic Senate |

Other Attendees: Members - William Garcia, Ken Key / **Support** - Francisco Arce, Janice Ely, Tom Fallo, Christina Gold, Jo Ann Higdon, Jeanie Nishime, Regina Smith, Mike Trevis / **Guests** – Joyce Hopkins, Emily Radar, Luukia Smith, Nina Velasquez

The meeting was called to order at 3:04 P.M.

Approval of August 15, 2013 Minutes

The minutes were reviewed and approved with the following corrections:

1. Under budget Items, #7 **delete** STERS and replace with **STRS**
2. Under budget Items, #9 after that; **insert** daily.

Final Budget 2013-14 – T. Fallo

1. Dr. Fallo referenced the final budget as handed out. General information of State funding for community colleges was discussed. It was noted that funding is the most robust it has been in five years, as we have a 1.57% COLA and a growth opportunity of 1.63%. Admission fees will remain unchanged. The district works off of revenue limits as the totals in the RDA accounts, educational protection accounts and other apportionment items tend to fluctuate.
2. The district borrowed 465 FTES from summer to make cap from last year. About 330 class sections have been added back to the schedule. There have been 25 new faculty members which have been accounted for in the budget.
3. Preliminary numbers have been received from Cal PERS. Five medical plans have been added. Some accounts have had an increase of about 33% while others have had a decrease of about 33%. Kaiser went up about 7%. This will have little effect on the districts insurance caps. Additional information will be issued next week.
4. The final ending balance from last year 2012-13 is \$20,767,261. Total revenue of \$103,737,170 and the beginning balance of \$20,767,261 gives us a total of \$124,504,431. This is slightly lower than last year when compared.
5. Changes noted from page 1 and page 2 of the budget are as follows: The \$950,000 transfer of funds from fund 15 last year (footnote: j), a prior year correction of \$295,478 (footnote d), and the Compton administrative oversight reduction from \$500,000 to \$50,000 this year (footnote: k). Other miscellaneous changes were detailed as well. The State revenue is represented in object code 8610. These numbers should be looked at as a whole. These numbers do change throughout the year. The governor didn't appropriate all the money available to help buy down future debt and support community colleges in the future. Community college debt has decreased from about \$900 million to \$600 million. The State approved \$25 million in planning grants to explore adult education. The

redevelopment agency funds (8819) is currently budgeted at zero as it is unclear how this will be funded. Money allocated in this area would likely decrease funds represented in other state revenue accounts. The district didn't budget current growth projections as it our practice. The district will work to maximize revenue. Summer enrollment will be utilized if the district didn't make cap and growth projections. FTES is currently budgeted at 18,130 plus growth and we plan on having three robust summer sessions.

Budget Expenditures

1. Total expenditures for the coming year are anticipated to be \$108,628,641. This will be about a \$4.0 million difference from last year.
2. The 24 additional full-time faculty members along with the monies to support added sections has been budgeted.
3. The rate for public employees' retirement has increased slightly (footnote: n). Additional money is being provided to support instructional supplies, object code 4300. Anticipated savings of \$3.0 million (footnote: r) is expected at this time from budget to actual. This is the second year we have projected this.
4. The rate for unemployment insurance was reduced dramatically this year. The grand total of expenditures/ending balance/reserves is \$124,504,431.

Fund 14

1. Clarifications of expenses charged to fund 14 were discussed. All stipends are being reviewed in relationship to their work with the Compton Center. These funds are intended to offer support in key areas at the Compton Center.
2. Other service line item of \$349,030 is currently un-appropriated at this time. These monies will provide additional assistance as needed.

Special Programs Fund

1. For the 2013-14 year, \$3.7 million in appropriations are projected. The contribution from the general fund is increasing from \$3.0 million to \$3,321,545. The auxiliary services fund support will require further discussion. Last year the students voted a student fee to support those services. This is being reviewed to see where the monies are used and potential areas of district responsibility. This student charge is being placed on hold. It will be a negative check off fee charged to students. A proposed was made to transfer \$1.9 million to fund 69 for retiree health benefits (GASB).

Post-Employment Benefits Irrevocable Trust Fund

1. The beginning balance for this fund is projected to be \$16.4 million. An additional \$1.9 million plus the projected interest income is proposed to be deposited in 2013-14. The grand total would be \$18.7 million. Discussion ensued about the funding of this account at the proposed \$1.9 million. Fully funding this account will reduce the burden on the general fund and help with sale of our bonds. It was noted unforeseen district and program needs should be considered prior to funding the irrevocable trust at this total.
2. The district has not had an actuarial study since the money was placed in an irrevocable account. The next actuarial is projected for spring 2014. Discussion ensued about recommending delaying transferring funds to the irrevocable trust until just prior to the next actuarial.

Child Development Fund

1. The district continues to make a substantial transfer into the child development fund due to the deficit. The projected transfer from the general fund this year is \$257,750. The projected ending balance for 2013-14 is zero. A recommendation was made last year to close the Child Development Center which was not approved. A request was made for a plan and an opportunity to further review

this matter. The new director will be monitoring the enrollment of the center. A proposal was made to make the center into a lab school. A possible reintroduction of the closure recommended to the board is likely this fall. Discussion ensued about monies existing in the beginning balance in past years.

Adjournment – R. Natividad

The meeting adjourned at 4:40 p.m. The next meeting will be held **Thursday, August 29, 2013 at 1:00 p.m.**, in Library 202.

RKN/lmo

DRAFT



Program Review - 2013

Date of Review by Academic Program Review Committee (ADM 127 1:00-2:00pm)	Program	Division	Responsible Faculty Member(s)
Thursday September 19	Academic Strategies	Humanities	Brent Isaacs
Tuesday September 24	Astronomy	Natural Sciences	Vincent Lloyd
Thursday September 26	Automation, Robotics, & Manufacturing*	I&T	Eric Carlson
Tuesday October 1	Automotive Technology*	I&T	Hiram Hironaka
Thursday October 3	Chemistry	Natural Sciences	Peter Doucette
Tuesday October 8	Theatre	Fine Arts	William Georges
Thursday October 10	Computer Science*	Math	Massoud Ghyam Greg Scott
Tuesday October 15	Dance	Fine Arts	Daniel Berney
Thursday October 17	Earth Sciences (Geology, Geography, Oceanography)	Natural Sciences	Julienne Gard
Tuesday October 22	Economics	BSS	Tanja Carter Minehiro Inouye
Thursday October 24	ESL	Humanities	Matt Kline Rebecca Bergeman
Tuesday October 29	Fashion*	I&T	Vera Bruce-Ashley
Thursday October 31	Foreign Language	Humanities	Bernie Rang
Tuesday November 5	Human Development	BSS	Juli Soden
Thursday November 7	Journalism*	Humanities	Kate McLaughlin
Thursday November 14	Physics	Natural Sciences	Susana Prieto
Tuesday November 19	Pre-Engineering	Math	Bob Lewis Milan Georgevich Jill Evensizer
Thursday November 21	Psychology	BSS	Angela Simon
Tuesday December 3	SRC/Adaptive Physical Ed (APE)	HSA	Cristina Pajo
Thursday December 5	Communication Studies	Fine Arts	Jason Davidson (temporary)

* Program Review and CTE Supplemental Questions to be completed

2013 CTE Review & Supplemental Questions Only Due

Administration of Justice	Industry and Technology
Architecture	Industry and Technology
Auto Collision Repair/Painting	Industry and Technology
Computer Information Systems	Business
Electronics & Computer Hardware Technology	Industry and Technology
Film/Video	Fine Arts
Fire and Emergency Technology	Industry and Technology

2013 Program Reviews & CTE Review by Division

Behavioral & Social Sciences Economics Human Development Psychology	Business Computer Information Systems (CTE ONLY)	Fine Arts Communication Studies Dance Theater Film/Video (CTE ONLY)	Health Sciences & Athletics SRC/Adaptive P.E
Humanities Academic Strategies ESL Foreign Languages Journalism	Industry & Technology Automation, Robotics, & Manufacturing Automotive Technology Fashion Administration of Justice (CTE ONLY) Architecture (CTE ONLY) Auto Collision Repair/Painting (CTE ONLY) Electronics & Computer Hardware Technology (CTE ONLY) Fire and Emergency Technology (CTE ONLY)	Math Computer Science Pre-Engineering	Natural Sciences Astronomy Chemistry Earth Sciences Physics

ACADEMIC AFFAIRS PROGRAM REVIEW SCHEDULE 2012-2016

FOUR-YEAR CYCLE WITH TWO-YEAR CTE REVIEW

All programs conduct a full Program Review every four years.

CTE programs conduct a full Program Review every four years, which includes Supplemental Questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must answer Supplemental Questions for CTE programs and submit to Academic Affairs.

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
Anthropology	Behavioral and Social Sciences	2012		
Art (including Digital Arts)	Fine Arts	2012	Y	
Business (Office Administration, Marketing, Accounting, Business Management)	Business	2012	Y	
Computer Aided Design and Drafting (CADD)	Industry and Technology	2012	Y	
Cosmetology	Industry and Technology	2012	Y	
English (Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)	Humanities	2012		
Environmental Horticulture	Natural Sciences	2012	Y	
Kinesiology (Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)	Health Sciences and Athletics	2012		
Mathematics - Developmental	Mathematical Sciences	2012		
Photography	Fine Arts	2012	Y	
Political Science	Behavioral and Social Sciences	2012		
Sign Language/Interpreter Training	Health Sciences and Athletics	2012	Y	
Sociology	Behavioral and Social Sciences	2012		
Welding	Industry and Technology	2012	Y	
Academic Strategies	Humanities	2013		
Astronomy	Natural Sciences	2013		
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	Industry and Technology	2013	Y	

Automotive Technology	Industry and Technology	2013	Y	
Chemistry	Natural Sciences	2013		
Communication Studies	Fine Arts	2013		
Computer Science	Mathematical Sciences	2013	Y	
Dance	Fine Arts	2013		
Earth Sciences (Geology, Geography, Oceanography)	Natural Sciences	2013		
Economics	Behavioral and Social Sciences	2013		
English as a Second Language	Humanities	2013		
Fashion	Industry and Technology	2013	Y	
Foreign Language	Humanities	2013		
Human Development	Behavioral and Social Sciences	2013		
Journalism	Humanities	2013	Y	
Learning Resources Unit (Non-Instructional Program Review)	Student & Community Advancement	2013		
Physics	Natural Sciences	2013		
Pre-Engineering	Mathematical Sciences	2013		
Psychology	Behavioral and Social Sciences	2013		
Special Resource Center (SRC)/Adaptive Physical Education (APE)	Health Sciences and Athletics	2013		
Theatre	Fine Arts	2013		
Administration of Justice	Industry and Technology	2013		Y
Architecture	Industry and Technology	2013		Y
Auto Collision Repair/Painting	Industry and Technology	2013		Y
Computer Information Systems	Business	2013		Y
Electronics & Computer Hardware Technology	Industry and Technology	2013		Y
Film/Video	Fine Arts	2013		Y
Fire and Emergency Technology	Industry and Technology	2013		Y
Air Conditioning and Refrigeration	Industry and Technology	2014	Y	

Construction Technology	Industry and Technology	2014	Y	
Mathematics (for GE and non-science students) CM2	Mathematical Sciences	2014		
Mathematics (for prospective elementary teachers) CM3	Mathematical Sciences	2014		
Music	Fine Arts	2014		
Nursing (including School Health Programs)	Health Sciences and Athletics	2014	Y	
Radiological Technology	Health Sciences and Athletics	2014	Y	
Real Estate	Business	2014	Y	
Respiratory Care	Health Sciences and Athletics	2014	Y	
Business (Office Administration, Marketing, Accounting, Business Management)	Business	2014		Y
CADD	Industry and Technology	2014		Y
Cosmetology	Industry and Technology	2014		Y
Digital Arts (Art)	Fine Arts	2014		Y
Environmental Horticulture	Natural Sciences	2014		Y
Photography	Fine Arts	2014		Y
Sign Language/Interpreter Training	Health Sciences and Athletics	2014		Y
Welding	Industry and Technology	2014		Y
Administration of Justice	Industry and Technology	2015	Y	
Architecture	Industry and Technology	2015	Y	
Auto Collision Repair/Painting	Industry and Technology	2015	Y	
Biology	Natural Sciences	2015		
Childhood Education	Behavioral and Social Sciences	2015		
Computer Information Systems	Business	2015	Y	
Electronics & Computer Hardware Technology	Industry and Technology	2015	Y	
Film/Video	Fine Arts	2015	Y	
Fire and Emergency Technology	Industry and Technology	2015	Y	

Health Sciences (Anatomy, Physiology, and Microbiology)	Natural Sciences	2015		
History/Ethnic Studies	Behavioral and Social Sciences	2015		
Mathematics (for Engineering, Science & Math students) CM1	Mathematical Sciences	2015		
Philosophy	Behavioral and Social Sciences	2015		
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	Industry and Technology	2015		Y
Automotive Technology	Industry and Technology	2015		Y
Computer Science	Mathematical Sciences	2015		Y
Fashion	Industry and Technology	2015		Y
Journalism	Humanities	2015		Y
Anthropology	Behavioral and Social Sciences	2016		
Art	Fine Arts	2016	Y	
Business (Accounting, Business Management, Marketing, and Office Administration)	Business	2016	Y	
CADD	Industry and Technology	2016	Y	
Cosmetology	Industry and Technology	2016	Y	
English (Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)	Humanities	2016		
Environmental Horticulture	Natural Sciences	2016	Y	
Kinesiology (Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)	Health Sciences and Athletics	2016		
Mathematics - Developmental	Mathematical Sciences	2016		
Photography	Fine Arts	2016	Y	
Political Science	Behavioral and Social Sciences	2016		
Sign Language/Interpreter Training	Health Sciences and Athletics	2016	Y	
Sociology	Behavioral and Social Sciences	2016		
Welding	Industry and Technology	2016	Y	

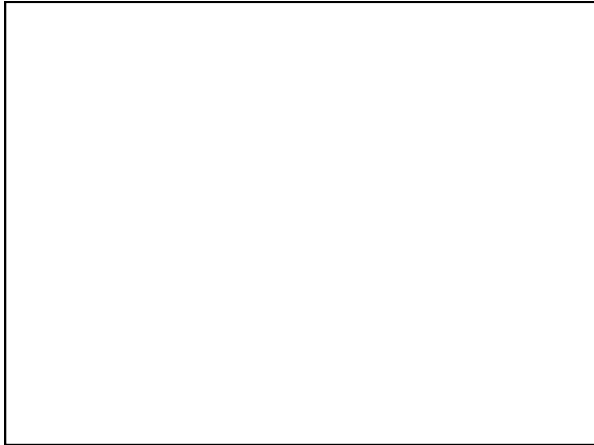
Air Conditioning and Refrigeration	Industry and Technology	2016		Y
Construction Technology	Industry and Technology	2016		Y
Nursing	Health Sciences and Athletics	2016		Y
Radiological Technology	Health Sciences and Athletics	2016		Y
Real Estate	Business	2016		Y
Respiratory Care	Health Sciences and Athletics	2016		Y

Grey – CTE Review Only

ECC ILO: INFORMATION AND TECHNOLOGY LITERACY

Team: Graff, Striepe, Daugherty, Hobbs, Kushigemachi, Young





ARE ECC STUDENTS INFORMATION LITERATE?



WHAT DID WE NEED TO ASSESS?

ILO VI: Information & Technology Literacy:

Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.



3 PRONG APPROACH

- Faculty input and feedback – survey
- Student Assessment – SAILS
- Open file of assignments, lesson plan, etc. examples on team site





SAILS (STANDARDIZED ASSESSMENT OF INFORMATION LITERACY SKILLS)

- Questions based on 2 ACRL documents which spell out the 5 competency standards and their performance indicators
- What is ACRL? – Association of Academic and Research Libraries



ACRL STANDARDS

1. Determines the nature and extent of the information needed
2. Accesses needed information effectively and efficiently
3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
4. [Related to content knowledge. Not used.]
5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally





HOW WELL WOULD YOU DO????

Sample questions

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"Better hold up, George - this is a copyright notice."



Sample Question 1

You must write a paper on the environmental practices of Sony Corporation. Which of the following is most likely to provide balanced information?

CHOOSE ONE ANSWER

- Economic Development Board (www.edb.org)
- Environmental Protection Agency Web site (www.epa.gov)
- Free the Planet! (www.freetheplanet.org)
- Greenpeace Web site (www.greenpeace.org)
- Sony's Web site (www.sony.com)



Sample Question 2

If you find a very good article on your topic, what is the most efficient source for finding related articles?

CHOOSE ONE ANSWER

- Bibliography from the article
- Dissertation Abstracts search
- Library catalog search
- Other volumes of the journal
- Web search



TESTING PROCESS

- More than 23 faculty supported the administration of the SAILS in spring 2013
- 367 students tested, 325 at ECC, 32 at Compton Center (10 were students at both)
- *How did our students do?...*



SAILS SKILL SETS

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues



**OUR STUDENTS
SCORED ABOVE
AVERAGE
ACROSS THE
BOARD!**

Compared to other community colleges nationwide



ECC SEEMS TO MAKE A DIFFERENCE!

- Students completing their first year at ECC performed better than students at other community colleges on all skill sets.
- Second year students performed better than at other CCs on 3 of 8 skills.
- Compared to all ECC students, performance improved as units earned increased (for most skill sets).



ROOM FOR IMPROVEMENT

Best
↑
Worst

- Understanding Economic, Legal, and Social Issues
- Developing a Research Strategy
- Searching
- Documenting Sources
- Evaluating Sources
- Selecting Finding Tools
- Using Finding Tool Features
- Retrieving Sources



FACULTY ILO SURVEY

- Targeted instructors of Information Literacy (IL)-intensive courses
- Sought feedback on:
 - Current methods of teaching IL and incorporating IL into course content
 - Student competence in IL
 - Instructional support needs

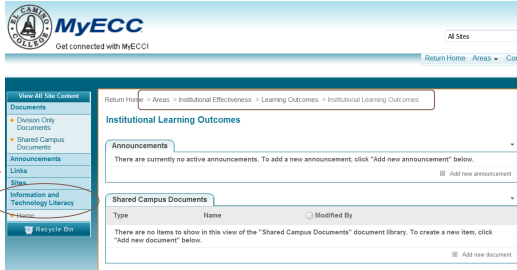


FACULTY ILO SURVEY - RESULTS

- Competencies expected of students correlate closely with ACRL standards for most faculty.
- Most faculty (73%) teach skills directly to students, but significant percentages also utilize other options such as library orientations or YouTube videos.
- 58% indicated their students had sufficient IL skills to complete assignments, but many identified specific skills that were lacking.



ILO RESOURCES ON MYECC



NEXT STEPS

- Report out with recommendations and deeper discussion with the Assessment of Learning Committee
- Ideas include:
 - Expand resources for faculty and students
 - Instructional videos covering specific skills
 - Ideas for course assignments and classroom activities at a MyECC resource page



Proposed New Planning Model 2013

At the May 10, 2013 Planning Summit, El Camino College and Compton Center constituents gathered in teams to propose a new visual planning model based on existing processes; these models were voted on by all summit invitees.

The Planning Model Team, which met twice in summer 2013, was charged with developing a final model that captured the intentions of the top models and other recent changes. The proposed model, developed over two meetings, is provided below. In the final publication, each component of the model will be accompanied by explanatory text, either in the form of a supplement or “rollover” text and links to more information. Drafts of this rollover text follow the model.

The new model will proceed through final consultations in early fall 2013 so that the model can be approved and placed into use for pending reports and the upcoming 2014-15 academic and fiscal year planning process. We anticipate that the new model will be approved in final form in late August/early September 2013.

Participating team members represented El Camino College (12) and Compton Center (3); Classified (2), Faculty (4), Managers or Supervisors (8), and Administration (1); Academic Affairs (9) and Student & Community Advancement (6); and Planning & Budgeting Committees (4). Students were not a part of this team since it was held in summer and feedback from students was or would be sought at the Planning Summit and from ASO (ECC) and ASB (Compton Center) in fall 2013.

The model image (p. 2) was created by Robin Dreizler.

The proposed planning model will be further reviewed and revised as needed through a final consultation process detailed below:

Planning Model Review Timeline

Event	Date
Conceptualize models at Planning Summit	May 10, 2013
Follow up vote by participants	May 2013
Planning Model working team assembled	June 2013
Planning Model Team develops mockup & narrative of final model	Summer 2013
President’s Cabinet preview	August 2013
Feedback from Planning Summit participants	August 2013
Review by Planning & Budgeting Committees (both locations)	August 2013
Review by ECC Academic Senate and Compton’s Faculty Council	September 2013

Review by student governments (ASO and ASB)	September 2013
Review by Assessment of Learning Committee	September 2013
Final Review by College Council	September 2013
Final Cabinet review	October 2013
Model finalized; Board informed	October 2013

Proposal respectfully submitted by the Planning Model Team:

Bonacic, Trish

Director, CalWORKs, TANF, GAIN and Special Resource Center

Jeanie Nishime

Vice President, Student and Community Advancement

Robin Dreizler

Director, Outreach and School Relations

Julieta Ortiz

Student Services Specialist, Outreach and School Relations

Constance Fitzsimons

Dean of Fine Arts

Dipte Patel

Director, Special Resource Center

Christina Gold

Professor of History, Academic Senate President

Michelle Priest

Professor of Biology
SLO Facilitator
Honors/TAP Program Coordinator

Irene Graff

Director, Research and Planning

Claudia Striepe

Instruction Librarian/Reference

Robert Klier

Associate Dean, Academic Affairs

Naomi Tokuda

Director, Career Pathways

Marci Myers

Research Analyst, Compton Center

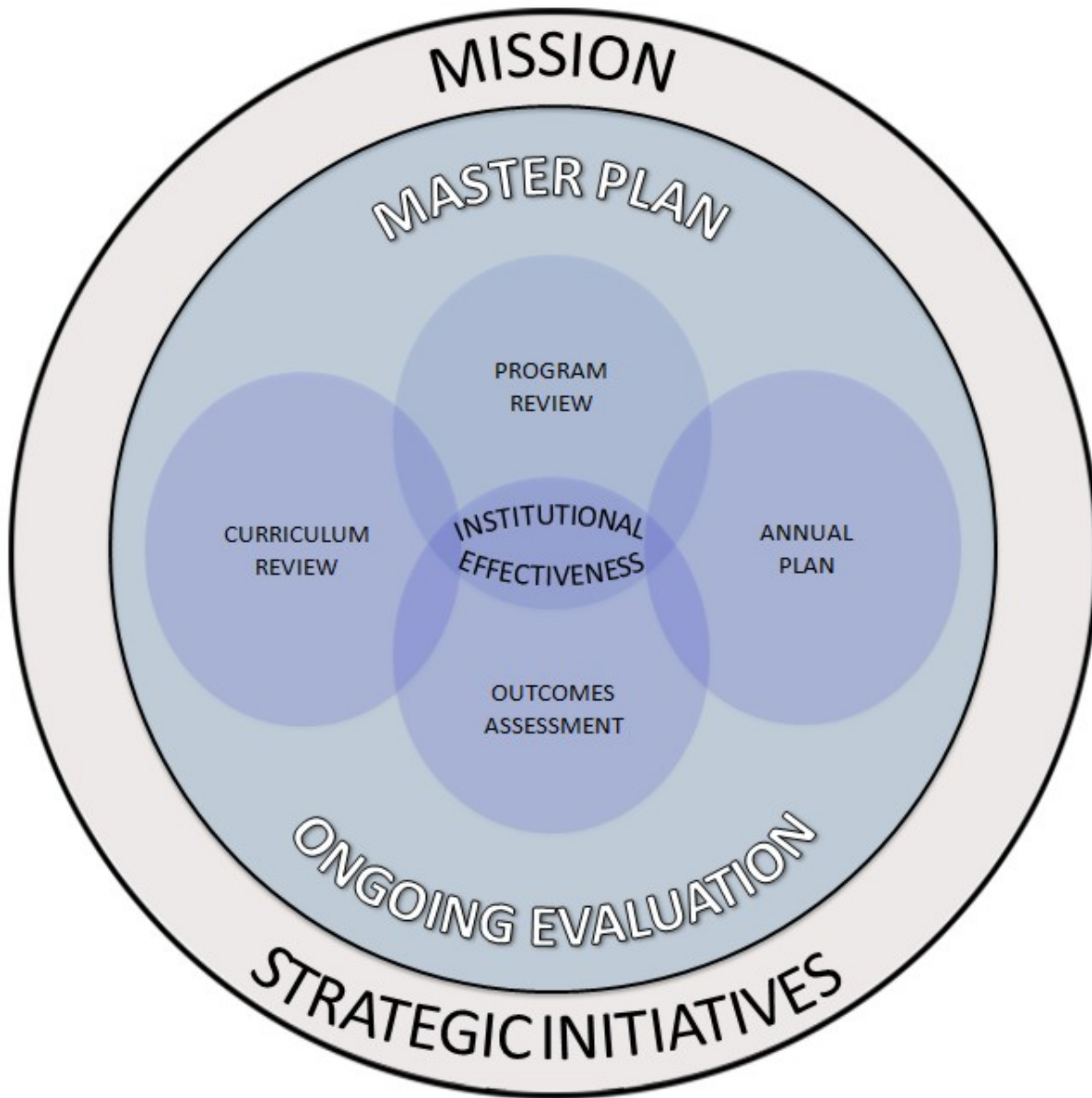
Janet Young

Professor of Childhood Education
SLO Campus Co-Coordinator
Academic Senate Vice President of Instructional Effectiveness

Rory Natividad

Dean, Health Sciences and Athletics

El Camino College Institutional Effectiveness Model



The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcome of institutional effectiveness.

Rollover text & links to more information

The following explanatory texts will appear as rollovers on the different components of the model. Associated links will also be included for more information, as appropriate.

Mission & Strategic Initiatives:

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Note: Strategic Initiatives will be explained and listed here.

Master Plan:

The College's Master Plan (CMP) is a detailed strategic plan for the future that is founded on the mission, directed by the strategic initiatives, and promotes ongoing evaluation and planning processes. The CMP is composed of integrated technology, facilities, and staffing plans that support an overarching educational plan for the College and Center.

Ongoing Evaluation:

While the Master Plan is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its strategic initiatives, and achieving the mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review:

All courses, certificates and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Results from the reviews are incorporated into the discipline Program Review.

Program Review:

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Outcomes Assessment:

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment.

Annual Plans:

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

Institutional Effectiveness:

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—more students from our diverse community attain educational success and achieve their academic and life goals.

Credit Course Repetition Guidelines July 2013

Presenter – Mark Lipe, x3810
mlipe@elcamino.edu
Curriculum Committee Chair

Repetition of a Course

- Repetition occurs when after receiving a evaluative symbol in a credit course, the student re-enrolls in that course and receives an evaluative symbol.
- General Rule: District policy may not permit a student to enroll again in a credit course if a satisfactory grade was earned.
- Circumstances for Repetition: (next slide)

Course Repetition Conditions

- Alleviate Substandard Grade or “W”
- Significant Lapse of Time (3 years)
- Variable Unit “Open-Entry/Open-Exit”
- Extenuating Circumstances
- “Occupational” Work Experience
- Student with Disability and Special Classes
- Legally Mandated Courses
- Significant Change in Industry Standards

Repeatable Courses

- Courses that are necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree,
- Intercollegiate athletics including a specific conditioning course, and
- Intercollegiate academic or vocational competition

Repeatability Limitations

- District can claim apportionment for a maximum of 4 semester enrollments “abcd”
- The limit of 4 semesters applies even if the student receives a substandard grade or “W”
- If repeatable courses are “active participatory” they could be part of a “family” of courses and thus have limitations on enrollment

Intercollegiate Athletic Limits

- District may claim apportionment for the attendance of students in intercollegiate athletic courses of no more than 350 contact hours per student for each sport during a fiscal year.
- Of the 350 hours, no more than 175 can be attributed to either the sport or conditioning courses.

Academic / Vocational Competition

- Course must be designed specifically for participation in non-athletic competitive events,
- Competition must be between students from different colleges,
- Competition must be required of all students,

Academic / Vocational Competition

- Competition must be sanctioned by a formal collegiate or industry governing body,
- Participation in the event must be directly related to the course as specified in the course content and objectives

**Academic / Vocational Competition
Enrollment Limitations**

- Limited to enrollment in the course for no more than four semester terms,
- Enrollment limitation could apply to courses that are related in content,
- Enrollment limitation apply if a student receives a substandard grade or "W" or petitions for repetition due to extenuating circumstances

Active Participatory Courses

- Associated with Physical Education and Visual and Performing Arts
- An active participatory course is one in which individual study or group assignments are the basic means by which learning objectives are obtained.
- Students are limited to four courses that are related in content.
- Withdrawals and substandard grades are included in determining a student's total of enrollments.

Active Participatory Course Limitations

- Students are limited to four courses that are related in content,
- Substandard grades and "W" grades are included in determining a student's total enrollment,
- Variable unit Open-Entry and Open-Exit courses are not permitted for repetition

Courses Related In Content

- Are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.
- Each course must be distinct and have different student learning outcomes

Curriculum Challenges

- Ensure Title 5 Compliance with Repeatable Courses
- Update Course Outline of Record
- Develop New Courses
- Can Datatel Track “Family of Courses”?
- How do we Advertise “Family of Courses” to Students?

California Community Colleges Chancellor’s Office

- To obtain full version of Credit Course Repetition Guidelines, July 2013 log onto www.cccco.edu
- Click on tabs – system operation, divisions, academic affairs, curriculum and instruction unit. Document is on right side of page.
