



Academic Senate of El Camino College 2011-2012

Nov. 1, 2011

16007 Crenshaw Boulevard

Torrance, CA 90506-0001 (310) 532-3670 x3254

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Moon Ichinaga
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Legislative Action	Chris Wells
VP Educational Policies	Merriel Winfree	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* 13/14	Chuck Herzig 11/12
Leah Pate	11	_____	Miguel Jimenez 11/12
		Mina Colunga 12/13	Teresa Palos* 13/14
<u>Behavior & Social Sciences</u>		_____ (vacant)	Pete Doucette 12/13
Randy Firestone	11/12	_____ (vacant)	_____ (vacant)
Christina Gold	13/14		
Michelle Moen	11/12	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	Brent Isaacs 11/12	Francisco Arce
Michael Wynne	11/12	Peter Marcoux* 11/12	Karen Lam
		Kate McLaughlin 11/12	Jeanie Nishime
<u>Business</u>		Briita Halonen 11/12	Claudia Lee
Phillip Lau	11/12	Jenny Simon 11/12	<u>Associated Students Org.</u>
Jay Siddiqui*	11/12		Rebekka Asher
_____ (vacant)		<u>Industry & Technology</u>	Jasmine Hormati
		Patty Gebert 12/13	Cindy Valdez
<u>Compton Educational Center</u>		Harold Hofmann 12/13	<u>President/Superintendent</u>
Darwin Smith	12/13	Lee Macpherson 12/13	Thomas Fallo
Chris Halligan	12/13	Douglas Marston* 12/13	
Tom Norton	12/13	Merriel Winfree 12/13	<u>The Union</u> Editor
Saul Panski	11/12		
Estina Pratt	12/13	<u>Learning Resource Unit</u>	<u>Division Personnel</u>
		Moon Ichinaga 13/14	Jean Shankweiler
<u>Counseling</u>		Claudia Striepe* 13/14	Don Goldberg
Cristina Pajo*	11/12		Tom Lew
Sabra Sabio	13/14	<u>Mathematical Sciences</u>	<u>Counseling</u> Ken Key
Dexter Vaughn	13/14	Michael Bateman 12/13	
		Hamza Hamza 13/14	<u>Ex-officio positions</u>
<u>Fine Arts</u>		Arkadiy Sheynshteyn 13/14	ECCFT President
Ali Ahmadpour	11/12	Susan Taylor* 11/12	Elizabeth Shadish
Randall Bloomberg	11/12	_____ (vacant)	Nina Velasquez
Mark Crossman	11/12		Curriculum Chair
Patrick Schulz	11/12		Jenny Simon
Chris Wells*	11/12		CEC VP Elect
			Michael Odanaka
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, or 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)

FALL 2011

September 6	Alondra Room
September 20	Alondra Room
October 4	Alondra Room
October 18	Alondra Room
November 1	Alondra Room
November 15	Alondra Room
December 6	Alondra Room

SPRING 2012

February 21	Alondra Room
March 6	Alondra Room
March 20	Alondra Room
April 3	Compton Board Room
April 17	Alondra Room
May 1	Alondra Room
May 15	Alondra Room
June 5	Alondra Room

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

FALL 2011

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 2012

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



AGENDA & TABLE OF CONTENTS

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A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		6-11
C. OFFICER REPORTS	A. President B. VP – Compton Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Legislative Action	12-14 15-22 23
D. SPECIAL COMMITTEE REPORTS	A. Compton Educational Center – Accreditation Report (Estina Pratt) B. ECCFT Report (Elizabeth Shadish)	24-41
E. UNFINISHED BUSINESS	A. BP 4020 Program Curriculum and Course Development (second reading) Explanation: This revision is a minor change to edit program review to a four year cycle and to add CTE as a two year cycle. Academic Senate has already agreed to the change to a four year cycle.	42-43
B. NEW BUSINESS	A. BP4245 Student Progress Early Alert and Referrals (first reading) Explanation: This policy is being renumbered and a statement has been added to require the creation of a related procedure. B. BP/AP4025 Philosophy for Associate Degree and General Education (first reading) Explanation: This policy was edited by a	44 45-48



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	small task force of senators. A procedure was created since it is listed as legally required by the CCLC.	
A. INFORMATION ITEMS – DISCUSSION	A. Chancellor’s Office Student Success Task Force Draft Recommendations Explanation: The ASCCC is seeking local Academic Senate feedback on these draft recommendations. They were created by a joint task force which included faculty members.	49-56
B. FUTURE AGENDA ITEMS C. PUBLIC COMMENT D. ADJOURN		



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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.	Jenny Simon, Kelly Holt, Kaysa Laureano-Ribas, Claudia Lee	2 nd & 4 th Mon.	2:30-4:00	Library 202
Academic Program Review Comm.	Claudia Lee, Christina Gold			
Compton Academic Senate	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 nd & 4 th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Briita Halonen, Moon Ichinaga	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	Evelyn Uyemura, Jean Shankweiler	Christina Gold			
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	Kelly Holt Chris Jeffries			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold David McPatchell	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.	Arvid Spor	Christina Gold Chris Wells	2 nd Thurs	1-2:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 th Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman Emily Rader (alt)	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 & MINUTES
18th October 2011

Adjunct Faculty

Sue Ellen Warren EXC
Leah Pate X

Behavioral & Social Sciences

Firestone, Randy X
Gold, Christina X
Moen, Michelle X
Widman, Lance X
Wynne, Michael X

Business

Siddiqui, Junaid X
Lau, Philip S X
VACANT

Counseling

Jackson, Brenda
Pajo, Christina X
Sabio, Sabra
Vaughn, Dexter X
Key, Ken

Fine Arts

Ahmadpour, Ali X
Bloomberg, Randall X
Crossman, Mark
Schultz, Patrick X
Wells, Chris X

Health Sciences & Athletics

Hazell, Tom X
Colunga, Mina X
Baily, Kim X
Holt, Kelly X
VACANT

Humanities

Isaacs, Brent X
Marcoux, Pete EXC
McLaughlin, Kate X
Halonon, Briita X
Simon, Jenny X

Industry & Technology

Gebert, Pat X

Hofmann, Ed EXC

MacPherson, Lee X
Winfree, Merriel X
Marston, Doug

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

Bateman, Michael X
Hamza Hamza X
Sheynshteyn, Arkadiy X
Taylor, Susan X
VACANT

Natural Sciences

Doucette, Pete
Herzig, Chuck X
Jimenez, Miguel X
Palos Teresa X
VACANT

Academic Affairs & SCA

Arce, Francisco X
Nishime, Jeanie X
Lee, Claudia
Lam, Karen

ECC CEC Members

Evans, Jerome
Norton, Tom X
Panski, Saul
Pratt, Estina
Halligan, Chris
Odanaka, Michael

Assoc. Students Org.

Asher, Rebekka
Valdez, Cindy X

Ex- Officio Positions

Shadish, Elizabeth X

Guests, Dean's Rep, Visitors:

Regina Smith, Carolyn Pineda, Irene Graff,

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

The fourth Academic Senate meeting of the Fall 2011 semester was called to order by Academic Senate President Gold at 12:35pm.

Approval of last Minutes:

The minutes of the October 4th meeting were approved, subject to two amendments: pg.7 change year to **semester**, and pg. 8 change responsibility to **repeatability**.

REPORTS OF OFFICERS

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

- CG reminded all of the **Outstanding Adjunct Award** offered by the Academic Senate. Nominations require a 1 to 2 page letter from the nominator. CG noted that with the decrease in classes and poor economic situation, this is one positive thing faculty can do for their adjunct colleagues.
- CG reminded all that **Sabbatical applications** are due 10/28/2011.
- CG reported on the **Board meeting of October 17th** which revolved mainly around contract negotiations, with many passionate speakers talking on for the interests of faculty and students. CG said there was good representation. Other matters discussed were how faculty sabbaticals can benefit students, and the proposal to reduce the counselors working year from 12 to 10 months. CG reported that a handout [see Trustee Handbook handout] culled from the CCLC Trustee handbook had been distributed to the Board members at the meeting. Dr. Fallo had included chapter 22 “Board/CEO Relationships”, and CG had included chapter 26 “Employee participation in Decision-Making” and chapter 27 “Faculty Participation in District and College Governance.”
- CG noted that the **mid-term Accreditation Report** has been signed and sent. CG said she had made several revisions to certain portions of the report and noticed that some of the more powerful language had been removed, but was reasonably satisfied that the meaning re: governance remained intact. CG had wanted to ensure that the Academic Senate views were represented. CG said that she and Dr. Nishime had worked together. Mr. Widman asked if there was a need for a supplementary statement, and CG felt it was not needed. It was noted that the final report will be on the web and CG will supply the link when it is ready.
- **College Council**. [see pp. 13 of packet for the minutes of the October 3rd meeting] Another smoking survey is to be sent out. There was also some discussion on out-of-state/international travel for faculty and the history of this issue.
- The **ASO passed a resolution** [see pg.14 of packet] in favor of increasing the Winter session from 50 to 75 sections, noting that data on student success and retention supports this, and noting that ECC has the funds to support this .
- **Council of Deans** featured a lengthy discussion of field trips and noted a general lack of understanding across campus of relevant policies.
- CG noted that the **Hiring Prioritization process** is underway. About 30 requests for positions will be evaluated, but it appears that hiring will be scaled back to 12 to 15 positions; reasons being declining enrollments, and HR not wanting to advertise and then cancel positions.

VP Compton Education Center - Saul Panski (SP)

No report.

Curriculum Committee – Jenny Simon (JS)

JS is trying to get a 6 year cycle for curriculum review. This would mean evaluating approx.. 100 course each semester. JS urged co-operation in this matter.

VP Educational Policies Committee – Merriel Winfree (MW)

MW held off for a first reading and discussion of BP 4020 under New Business.

VP Faculty Development Committee – Briita Halonen (BH) (Co-VP) and Moon Ichinaga (MI) (Co-VP)

Faculty Development has three projects underway.

BH reported on the **Outstanding Adjunct Award** and the **Getting the Job workshop series**. MI reported on the **“California Reads” project** [see pg. 20 of packet] noting that the Committee had sent out a Questionnaire to gauge faculty interest in using the books for classroom activities. It was noted that a chapter from each of the three titles had been placed on ERes. In reply to a question from Dr. Shadish, MI said that these chapters were only available to faculty at this time, but the issue could be revisited if faculty were to decide to use the books for class activities. Dr. Arce offered to help where possible.

VP Finance and Special Projects – Lance Widman (LW)

LW noted that December 13th was the date set for a reassessment and update on the California State income. LW felt the picture looked bleak, but that revenues could pick up. LW recommended that faculty take Program Review very seriously and link planning to budgeting. LW reminded all not to forget technology needs – hardware, software and support.

VP Legal – Chris Wells (CW)

CW echoed the reminder to get everything into Plan Builder. CW noted that a number of bills had been signed by the Governor [see pg. 23 of packet], mentioning in particular **AB 131 “The Dream Act”**, noting that this was likely to be challenged; **SB 650 “The College Promise partnership Act”**, which involves the Long Beach area, and noting that its impact on ECC would need to be investigated; and **AB 743 “Common assessment System”**; and **AB 1056** which is intended to help students gain access to transcripts.

SPECIAL COMMITTEE REPORTS

Basic Skills Advisory Committee – Basic Skills Report.

[see pp31-41 of packet] A Basic Skills Action Plan [see chart pg. 31 of packet] was presented by Arturo Martinez (Math) and Elise Geraghty (Hum) They noted that they had less funding to work with than in 2008-09.

This was followed by the Basic Skills Report which focused on the five most effective interventions. Among these were: to spend the majority of the basic Skills funding on Writing Center tutors, and the counselor intervention program in the Math Division. For both these initiatives lots of professional development is needed for the tutors and counselors. Dr. Arce noted that the report highlighted best practices in teaching basic skills students and that he was pleased with the work that had been done.

NEW BUSINESS

BP and AP 4020 Program, Curriculum and Course Development. (First Reading) – Merriel Winfree (MW)

[see pp. 42-43 of packet] Explanation: A minor change to edit Program Review to a 4 year cycle, and to add CTE as a 2 year cycle. The Academic Senate had already agreed to the change to a 4 year Program Review cycle.

Mr. Ahmadapour asked when Program Review had changed and who had initiated the change? CG replied that this had happened 1 ½ years ago at a recommendation from the Accreditation Committee. Mr. Wells said it should not mean more work for faculty as it should be a continuous flow. Mr. Ahmadapour disagreed. He felt that, what with SLO's, Program Review, and Accreditation, there WAS more work for faculty and faculty should demand more money. CG said that this was an issue for a different forum like the Federation. Ms. Taylor felt there was more work in committing it all to paper, but noted that we have

been doing the work all along. MW noted that for Industry and technology, updating every 2 years is important because of changes in the field. Dr. Simon noted that the trend was moving to annual updates.

AP 4260 Prerequisites and Co-requisites – Merriel Winfree (MW)

[see pp. 44-62 of packet] Explanation: This is not a first reading, but a general discussion regarding possible changes before the procedures are drafted. The policy is being changed in response to major Title 5 changes.

CG noted that several Deans are taking the lead on this issue, especially Dean Lew. They are asking for the Senate's initial guidance. CG gave a little background, noting the need to balance between limiting access and achieving higher rates of student success. The State Senate had discussed the issue of "sacrificing student success" and had asked for Title 5 changes to loosen requirements for developing prerequisites and co-requisites, as reflected in the CCLC template. The fear is, though, that without sufficient prerequisites there may be a decline in the academic rigor of programs/courses. Currently we can rely on Content Review if we wish to establish prerequisites or co-requisites

Pg. 53 of packet shows AP 4260 which gives the current procedure on this issue. This will be undergoing changes, and CG noted that she had added some comments in the margins for discussion. Mr.

Ahmadapour suggested we take this back to our departments for discussion and review. Mr. Wells felt we would be setting students up for failure if they were testing in at basic skills level and we were not requiring them to take the necessary preparatory classes. Ms. Taylor agreed, saying that we have all had the frustration of dealing with ill- prepared students. She felt that student success could be achieved through proper course sequencing. Ms. Baily noted that the Nursing Program had seen success with their prerequisite course on dosage calculation. She said that the failure rate has dropped since the inception of this class mixing dosage calculation and math skills. Mr. Wells noted a contributing factor was the dearth of adult school classes, and that those students were coming directly to the colleges. Ms. Halonen felt that good outcomes could be achieved with a combination of co-requisites and strong student guidance, noting that better outcomes resulted from interventions when/if students fell below a certain level. Ms. Holt felt that this should be a discussion in each Division hinging on evaluation of data and content review. Dr. Simon said that faculty needed more information on where students tested on English etc. before the start of classes, and said that looking at statistical analysis and mandates was imperative for setting prerequisites especially for transfer course. Mr. Wells asked if establishing prerequisites would not make students stay longer at ECC, and would this cut down on our success rates? Ms. Graf noted that yes, statistics showed the longer the stay the lower the placing. Mr. Wells said it was a vicious cycle. Dr. Simon noted that acceleration options were being sought, especially in Math. Dr. Arce said we should have more discussion focused around data, and we should also look at the data contained in the Poppy Copy., though this was admittedly focused more on Basic Skills, but it contained teaching practices that lead to student success. Mr. Wells was of the opinion that there was too much information available and that a distillation of the information was needed. Dr. Arce said that there was a report that Dr. Spor had shared but this was a controversial topic with conflicting opinions. He asked Ms. Graf to gather some data and studies. Dr. Arce said this had been a good discussion, and he felt more discussion was needed that was focused around data. This discussion will now move to the Curriculum Committee, and Dr. Simon will bring back their recommendations. Mr. Ahmadapour said that the Division Curriculum representatives should also raise the topic in the Divisions and get feedback. Mr. Wells said this was also an issue to raise in Program Review.

INFORMATIONAL ITEMS

Discussion of Senate Purpose and Functioning – Christina Gold (CG)

CG reminded all that the Academic Senate, at the last meeting, had conducted a quick self-survey using Clickers and it was apparent from the results that many senators did not understand the Senate purpose. CG noted that the purpose was included in writing in each packet.

CG then turned the meeting over to Mr. Ahmadapour who had long wanted to talk on Senate effectiveness. Mr. Ahmadapour began by saying he had brought up these feeling before and had found agreement, but had seen no changes.

Mr. Ahmadapour felt there were so many issues the Senate could get involved in, like technology, office sizes, Sabbaticals, Study Abroad programs, and we should pursue them until the issues were resolved as they provided the grounding for education. He noted that these issues come to the floor and get commented on but were never followed through. He felt it is our responsibility to get into these issues that affect the lives of teachers. He felt the Academic Senate is working too quickly and in too formal a manner to get results and conclude business, whereas he felt we should move more slowly and look at the consequences of the decisions and actions. He felt the fast pace did not allow us to digest the issues or take them back to our areas for discussion, so we were not really representing our areas.

CS noted that she admired and agreed with Mr. Ahmadapour's passion, noting that the current college committee structure seemed very compartmentalized and there needed to be a central venue to air issues and find assistance. Mr. Wells agreed there should be less formal discussion.

CG noted that the Senate had had retreats at one time, but now did not have the budget. Mr. Wells felt a retreat need not have a cost attached.

Mr. Ahmadapour suggested NOT having the officer reports at every meeting, and only air proposals once a month – this would free up time to share feelings on issues, noting that some issues never made it to the floor. Ms. Pate agreed, saying that adjunct issues never got heard. Ms. Colunga agreed that we need more time to bring issues to our Divisions, and that more Division meetings were needed so that we could be truly representative. Ms. Ichinaga said we are all very busy, but felt the Senate HAD been effective as a body and that some issues were pressing and did not allow us the luxury to respond in a leisurely manner.

CG asked the senators to survey the Divisions and get feedback and ideas.

PUBLIC COMMENT

None.

ADJOURN

The meeting adjourned at 1:59pm.

Cs/ecc2011

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 17, 2011

Present: Francisco Arce, Rebekka Asher, Thomas Fallo, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, David Mc Patchell, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Lynn Solomita, and Arvid Spor.

1. The tree on the southeast corner of this building must be removed. The roots are blocking the construction of the handicapped ramp.
2. The Math/Business/Allied Health building is behind schedule. There will be an extensive update on this project at the next Facilities Steering Committee meeting on November 7th.

3. Board Meeting

1. The Board meeting will be held in the Campus Theatre today.
 2. Board Policy 2350-Speakers was distributed to Board members in preparation for today's Board meeting.
 3. Parker & Covert legal fees would normally go to the Board annually in a blanket purchase order (BPO). Susan will forward BPO information to College Council members.
 4. Page 47 – AB 2910 – Quarterly Fiscal Status Report – Academic Salaries include academic/certificated management. Classified Salaries include classified management.
 5. Page 50, item 10 – Lennox School District Contract – they do not receive apportionment for courses that we teach.
 6. Page 50, item 13 – Myedu.com – This is part of a pilot program. Rocky Bonura is working on language to be included in the contract to ensure students can access through MyECC. The contract will not be released until language is agreed upon.
 7. Page 55, item F – Revised Final Budget 2011-2012 - \$ 2.05 million contingent liabilities. It was discovered that these monies should have been put in the Property/Liability Fund for contingent liability for lawsuits.
 8. Page 32, item D 1 – Eco Expo Asia International Trade Fair. This is paid from the Center for International Trade Development Funds.
 9. The Board is asking to change the November Board meeting date.
4. Francisco Arce will provide the District Wide Conference Committee criteria for funding faculty travel to conferences for review at the next College Council meeting.

5. Irene Graff provided a proposed smoke-free campus policy survey. College Council members are asked to give feedback for further discussion next week. A ban for the Compton Center would have to come through the CEO.
6. Health Benefits – Employees still have a lot of questions about health benefit costs. Human Resources will send out an additional informational email.

Agenda for the October 24, 2011 Meeting:

1. Minutes of October 17, 2011
 1. Board Policy 4245 – Student Progress Early Alert and Referrals
 2. District Wide Conference Committee Criteria For Funding Faculty Travel to Conferences
 3. Proposed Campus Smoking Policy Survey

2011-2012 College Council Goals

1. Practice consistent and timely internal college communications through the use of two-way discussion within College Council and between Council members and their constituents where appropriate.
2. Evaluate new policies, procedures, and processes in terms of promoting student success.
3. Consider environmental impacts during policy, procedure, and process discussions in support of movement toward a more sustainable campus.
4. Complete a minimum of ten policies and accompanying procedures.

District Wide Conference Committee Criteria for Funding Faculty Travel to Conferences

The following is a statement from Academic Affairs presented to College Council during its 10/24/11 meeting:

“In accordance with Article 16, Section 5 of the Agreement the District Wide Conference Committee is charged with the responsibility of allocation of funds to supplement division approval and funding for faculty travel and participation at professional meetings.

Allocations are made from two sources: regular funds which are shared with academic divisions and technology, diversity and retention. General guidelines are in place to determine appropriate levels of funding.

Requests from faculty for out of state travel require approval by the Vice President of Academic Affairs. Out of state travel is permissible at this time.”

In the College Council discussion of the item, Dr. Arce agreed that he will notify the Senate if the policy regarding out of state travel changes. Also, he noted that international travel for faculty is not permissible for at this time for financial reasons and because it pulls faculty out of the classroom for extended periods of time. Discussion amongst College Council members noted that international travel is permitted for some business programs and for recruitment of international students.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
SEPTEMBER 27, 2011**

Present: F. Arce, B. Carey, J. Davidson, S. Dowden, E. French-Preston, M. Lipe, E. Martinez, V. Nemie, T. Norton, V. Rayford, S. Rodriguez, J. Simon, J. Sims, J. Thompson

Absent: S. Gates

Ex-Officio Members Present: T. Carr, Q. Chapman, Claudia Lee, L. Suekawa, C. Valdez

Ex-Officio Members Absent: L. Kjeseth, D. Vakil, M. Hall

Also Present: S. Bickford, D. Goldberg, L. Linka, D. Shrader

CALL TO ORDER

Chair Simon called the College Curriculum Committee (CCC) meeting to order at 2:33 p.m.

APPROVAL OF MINUTES

The minutes from the September 13 meeting were sent via email and approved as submitted prior to today's meeting.

CHAIR'S REPORT

Chair Simon informed the committee that she attended curriculum regional training on September 23, regarding educational policies. At this time, nothing has been decided regarding repeatability. The state may mandate that it may be left up to each college to determine if changes need to be made. Some curricular solutions were discussed, but were found to be problematic. These include:

- More levels
- Separate courses to run concurrently
- Student auditing
- Non-credit options
- Community service options

Since guests were present at today's meeting, Chair Simon took the opportunity to re-introduce the committee. All members and guests stated their names and departments, and the committee welcomed the two new student representatives, Tiffany Carr and Cindy Valdez.

CONSENT AGENDA PROPOSALS

The following high school articulation agreements were approved by the Standard Review Committee and are ready for final action:

Industry and Technology Proposals

- California Academy of Math and Science (CAMS)
 - Engineering Technology 10
 - Engineering Technology 12
 - Engineering Technology 14

- Engineering Technology 16
- Engineering Technology 18
- Manufacturing Technology 75
- DaVinci Science Charter High School
 - Engineering Technology 10
 - Engineering Technology 12
- El Segundo High School
 - Engineering Technology 10
 - Engineering Technology 12
- Hawthorne High School
 - Engineering Technology 18
- Lennox Math, Science and Technology Academy
 - Engineering Technology 10
 - Engineering Technology 12
 - Engineering Technology 14
 - Engineering Technology 18
- University High School
 - Engineering Technology 10
 - Engineering Technology 12
 - Engineering Technology 14
 - Engineering Technology 18

Natural Sciences Proposals

- Biotechnology 1 with the following schools:
 - North High School
 - South High School
 - Torrance High School
 - West High School

The following courses were approved and are ready for final action:

- ✓ Communication Studies 8
- ✓ Dance 20abcd
- ✓ Dance 21abcd
- ✓ Dance 83abcd

Chair Simon responded to a question regarding the status of Administration of Justice 100. She stated that the proposal was still under discussion, as there are issues with eligibility for credit by exam, and articulation.

Dance 89abcd was discussed, with the following issues:

- Full review vs. standard review
- Catalog description
- Units/lab hours
- Repeatability – justification is required

F. Arce recommended pulling the proposal until concerns were addressed and clarified.

D. Goldberg, Dean of Mathematical Sciences, presented information on proposals for

Mathematics 115 and Mathematics 116. He advised these are a change from previous design. D. Goldberg also discussed with the committee the ECC policy in regards to units/hours.

Mathematics 50C is an experimental course, limited to three semesters for a trial period. This is an accelerated course on Statistics. The committee's main concern is the lack of a textbook. S. Bickford advised the committee that the course is so new, no text is available at this time. The first semester will be a pilot course at El Camino only.

Nursing 155 has issues regarding Outline of Subject Matter and inconsistencies in other aspects of the Course Outline of Record. It was questioned as to why this proposal is full review. This is because the prerequisite was removed and an enrollment limitation was added.

Childhood Education – A.A. degree: this is not the AA-T degree. While faculty develop a transfer degree, the college stills needs to make sure our existing degree is current and provides the best options for students. In addition, the high unit count was questioned and discussed. Q. Chapman explained that the units are consistent with similar programs in the state.

There is an existing Mathematics A.S. degree, and faculty are currently working on a transfer degree. F. Arce raised the issue of how to advise students if there are two separate degree options. Why have a Mathematics degree that won't assist in transfer?

- Does it lead to employment?
- Does it accelerate CSU transfer?

Since most students transfer, one degree would be best. F. Arce recommended D. Goldberg present to Counseling department for information on how this affects students.

COURSE REVIEW WORKSHEET

Included in today's handouts was the Course Review Guidelines & Checklist. Chair Simon went over specific areas of the guidelines to assist CCC Division Representatives with course review. Q. Chapman clarified the justification section of the course review page: faculty must complete review rationale. Q. Chapman also explained the voting procedure; at this time, there were questions, concerns and discussion in regards to voting in CurricUNET.

ADJOURNMENT

Chair Simon called for a motion to adjourn the meeting. M. Lipe moved, V. Rayford seconded, and the motion was carried. Chair Simon adjourned the meeting at 4:10 p.m.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
September 27, 2011

Proposed Curriculum Changes
for 2012-2013

BEHAVIORAL AND SOCIAL SCIENCES

CHANGE IN MAJOR; TITLE, COURSE REQUIREMENTS, UNITS

1. Childhood Development Education Major

Current Status/Proposed Change

A minimum of ~~15~~ 12 units of the major requirements must be completed at El Camino College.

Child Development 103, 104, 108, 112, 114 and Child Development 150 or 152;

two courses from: Child Development 116, 117, 118, 119;

~~8-9~~ three units from: Child Development 105, 107, ~~108~~, 110, 116, 117, 118, 119, 122, ~~123~~, 125, 126, 129, 130, 131, 150, 152, 154, 160, 163, 166, 169, ~~170A, 170B~~, Nutrition and Foods 15

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment. This requirement may be met by successfully completing Child Development 111.

Total Units: ~~29-30~~ 27

Child Development Major

Recommendation

A minimum of 12 units of the major requirements must be completed at El Camino College.

Child Development 103, 104, 108, 112, 114 and Child Development 150 or 152;

two courses from: Child Development 116, 117, 118, 119

three units from: Child Development 105, 107, 110, 116, 117, 118, 119, 122, 125, 126, 129, 130, 131, 150, 152, 154, 160, 163, 166, 169, Nutrition and Foods 15

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment. This requirement may be met by successfully completing Child Development 111.

Total Units: 27

FINE ARTS DIVISION

COURSE REVIEW

1. Communication Studies 8 – Interpretation of Literature
2. Dance 20abcd – Body Conditioning for Dance Techniques
3. Dance 21abcd – Pilates Mat Class

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Dance 83abcd – Dance Workshop Ensemble
Current Status/Proposed Change
Corequisite: Enrollment in any of the following technique classes: Dance 14ab, Dance 16ab, Dance 17abcd, ~~Dance 18abcd~~, Dance 19ab, Dance 22ab, Dance 23abcd, Dance 25abcd, Dance 32ab, Dance 33abcd, Dance 35abcd, Dance 42ab, Dance 43abcd, Dance 51ab, Dance 52abcd, Dance 53ab, Dance 54abcd, Dance 61ab, Dance 62abcd.

Recommendation

Corequisite: Enrollment in any of the following technique classes: Dance 14ab, Dance 16ab, Dance 17abcd, Dance 19ab, Dance 22ab, Dance 23abcd, Dance 25abcd, Dance 32ab, Dance 33abcd, Dance 35abcd, Dance 42ab, Dance 43abcd, Dance 51ab, Dance 52abcd, Dance 53ab, Dance 54abcd, Dance 61ab, Dance 62abcd.

HEALTH SCIENCES AND ATHLETICS DIVISION

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Nursing 155 – Health Assessment
Current Status/Proposed Change
~~Prerequisite: Nursing 150 and Nursing 151 and Nursing 152 with a minimum grade of C in each prerequisite course.~~
Enrollment Limitation: Admission to the Nursing Program
~~In~~ This course will help the students will to develop and practice utilize physical health assessment and history-taking skills necessary to care for clients. The course focuses will be on the communication techniques and critical thinking skills necessary to elicit a health history. Physical Assessment skills will be developed to determine normal and abnormal findings of various body systems, including a general functional assessment. Results are analyzed during the clinical lab while using the nursing process. gathering data for health histories and performing physical assessments on the cardiac, respiratory, peripheral vascular, abdominal, musculoskeletal, lymphatic, head, eyes, ears, nose and

~~throat, (HEENT), and neurological systems. Students will compare and contrast the pathophysiologies of normal and abnormal assessments and document their findings.~~

Recommendation

Enrollment Limitation: Admission to the Nursing Program

This course will help the student to develop and utilize physical assessment and history-taking skills necessary to care for clients. The course focuses on the communication techniques and critical thinking skills necessary to elicit a health history. Physical Assessment skills will be developed to determine normal and abnormal findings of various body systems, including a general functional assessment. Results are analyzed during the clinical lab while using the nursing process.

INDUSTRY AND TECHNOLOGY

ARTICULATION AGREEMENT

1. California Academy of Math and Science Course: Principles of Engineering articulates with:
El Camino College Course: Engineering Technology 10
2. California Academy of Math and Science Course: Introduction to Engineering Design articulates with:
El Camino College Course: Engineering Technology 12
3. California Academy of Math and Science Course: Digital Electronics articulates with:
El Camino College Course: Engineering Technology 14
4. California Academy of Math and Science Course: Computer Integrated Manufacturing articulates with:
El Camino College Course: Engineering Technology 16
5. California Academy of Math and Science Course: PLTW Engineering Design and Development articulates with:
El Camino College Course: Engineering Technology 18
6. California Academy of Math and Science Course: Robotics: Mechanical Design articulates with:
El Camino College Course: Manufacturing Technology 75
7. DaVinci Science Charter High School Course: Principles of Engineering articulates with:
El Camino College Course: Engineering Technology 10
8. DaVinci Science Charter High School Course: Introduction to Engineering Design articulates with:
El Camino College Course: Engineering Technology 12
9. El Segundo High School Course: Principles of Engineering articulates with:
El Camino College Course: Engineering Technology 10

10. El Segundo High School Course: Introduction to Engineering Design articulates with:
El Camino College Course: Engineering Technology 12
11. Hawthorne High School Course: Engineering Design and Development articulates with:
El Camino College Course: Engineering Technology 18
12. Lennox Math, Science and Technology Academy Course: Principles of Engineering articulates with:
El Camino College Course: Engineering Technology 10
13. Lennox Math, Science and Technology Academy Course: Introduction to Engineering Design articulates with:
El Camino College Course: Engineering Technology 12
14. Lennox Math, Science and Technology Academy Course: Digital Electronics articulates with:
El Camino College Course: Engineering Technology 14
15. Lennox Math, Science and Technology Academy Course: Engineering Design and Development articulates with:
El Camino College Course: Engineering Technology 18
16. University High School Course: Principles of Engineering articulates with:
El Camino College Course: Engineering Technology 10
17. University High School Course: Introduction to Engineering Design articulates with:
El Camino College Course: Engineering Technology 12
18. University High School Course: Digital Electronics articulates with:
El Camino College Course: Engineering Technology 14
19. University High School Course: Engineering Design and Development articulates with:
El Camino College Course: Engineering Technology 18

MATHEMATICAL SCIENCES

NEW COURSE

1. Mathematics 50C – Intermediate Algebra for Statistics
Units: 4 Lecture: 3 hours Lab: 3 hours Faculty Load: 35.00%
Prerequisite: Mathematics 23 or Mathematics 25 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment.
Grading Method: Letter
Credit, non-degree applicable

Using descriptive statistics and elementary probability as the primary applications, students in this intensive course learn the intermediate algebra and mathematical reasoning skills needed for transfer-level statistics.

COURSE REVIEW, CHANGES IN UNITS, LECTURE/LAB HOURS, FACULTY LOAD

1. Mathematics 115 – Probability and Statistics for Prospective Elementary School Teachers
Current Status/Proposed Change
 Units: 4-3 Lecture: 4-2 hours Lab: 0-2 hours Faculty Load: ~~26.67~~-23.33%

Recommendation
 Units: 3 Lecture hours: 2 Lab hours: 2 Faculty Load: 23.33%

2. Mathematics 116 – Geometry and Measurement for Prospective Elementary School Teachers
Current Status/Proposed Change
 Units: 4-3 Lecture: 4-2 hours Lab: 0-2 hours Faculty Load: ~~26.67~~-23.33%

Recommendation
 Units: 3 Lecture hours: 2 Lab hours: 2 Faculty Load: 23.33%

NATURAL SCIENCES

ARTICULATION AGREEMENT

1. North High School Course: Biotechnology 1 – Fundamentals of Biotechnology articulates with:
 El Camino College Course: Biotechnology 1

2. South High School Course: Biotechnology 1 – Fundamentals of Biotechnology articulates with:
 El Camino College Course: Biotechnology 1

3. Torrance High School Course: Biotechnology 1 – Fundamentals of Biotechnology articulates with:
 El Camino College Course: Biotechnology 1

4. West High School Course: Biotechnology 1 – Fundamentals of Biotechnology articulates with:
 El Camino College Course: Biotechnology 1

Minutes of the Educational Policies Meeting October 25, 2011

Present: Merriel Winfree, Chris Jeffries, Vincent Robles, Holly Schumacher

I. Discussion/Actions

A. AP/BP 4321 – Grade Change

- The Educational Policies committee approved the draft.
Dr. Arce accepted the changes and the policy is schedule for board approval on November 16, 2011.

B. BP 4025 – Philosophy for Associate Degree & General Education

- - The Educational Policies committee approved the draft. It is recommended that the BP be renumbered to 4245 to avoid confusion with CCLC AP 4255 template for a different policy regulating a different area.

C. AP 4020 – Program Curriculum and Course Development

- The Educational Policies committee approved the draft.
Minor changes were made to altered the wording for the program review cycle from six year cycle to four year (as agreed upon by the Academic Senate). Also, the two-year CTE program review cycle is added in. The second reading of the draft will be presented to the Senate on November 1, 2011.

D. BP 4245 – Student Progress Early Alert and Referrals

The Educational Policies committee approved the draft.
The first reading of the draft will be presented to the Senate on on November 1, 2011. Also, the AP procedure will be written.
Currently the process for Early Alert and Referrals is being developed.

II. Upcoming Policies:

1. BP/AP 4225 - Repeatability
2. BP/AP 2021 - Program Discontinuance
3. BP 4250 – Academic Probation
4. 5000 – Admission; Student Records, Veterans

The meeting adjourned at 1:40pm

II. Meeting Schedule

The next Educational Policies will meet on November 8, from 1:00-2:00 in SSC 106.



El Camino College
Compton Center

Accreditation Eligibility Proposal Status Report

Prepared by the Accreditation Steering Committee

October 27, 2011



El Camino College
Compton Center

Members of the Accreditation Steering Committee

Francisco Arce
Tiffany Carr
Keith Curry
Ann Garten
Jo Ann Higdon
Andrew Krynicki
Jeanie Nishime
Michael Odanaka
Saul Panski
Barbara Perez
Rachelle Sasser
Chelvi Subramaniam
David Vakil
Pieter Van Niel

For more information about accreditation, please visit
El Camino College Compton Center's accreditation Web page:
www.compton.edu/campusinformation/accreditation/

Accreditation Eligibility Proposal Status Report

Purpose

This document was prepared by members of the El Camino College Compton Center Accreditation Steering Committee (ASC). It summarizes each of the five subcommittees' findings relative to the 21 Accrediting Commission for Community and Junior Colleges' (ACCJC) accreditation eligibility criteria.

The five subcommittees include:

- I. Organization
- II. Instruction/Faculty
- III. Student Services/Public Information
- IV. Financial Integrity
- V. Planning and Evaluation

Below is a listing of the 21 ACCJC Eligibility Criteria. The subcommittees were responsible for the analysis of each criterion, and the finding of whether the criterion is met, is partially met, or not met.

ACCJC Criteria	Criterion Description	Responsible Subcommittee	Criterion Met, Partially Met or Not Met
1	Authority	I	Met
2	Mission	I	Met
3	Governing Board	I	Met
4	Chief Executive Officer	I	Met
5	Administrative Capacity	I	Met
6	Operational Status	I	Met
7	Degrees	II	Met
8	Educational Programs	II	Met
9	Academic Credit	II	Met
10	Student Learning and Achievement	II	Partially Met
11	General Education	II	Met
12	Academic Freedom	II	Met
13	Faculty	II	Met
14	Student Services	III	Met
15	Admissions	III	Met
16	Information and Learning Resources	III	Met
17	Financial Resources	IV	Not Met
18	Financial Accountability	IV	Not Met
19	Institutional Planning and Evaluation	V	Not Met
20	Public Information	III	Met
21	Relations with the Accrediting Commission	Accreditation Liaison Officer	Will be met when applicable

Accreditation Eligibility Proposal Status Report

The following pages include a summary of accreditation eligibility application criteria, supporting documentation, and the Accrediting Steering Committee's (ASC) assessment of each criterion for the El Camino College Compton Center as of October 27, 2011.

The summaries have been categorized into three areas: Criteria Met; Criteria Partially Met; and Criteria Not Met.

The criteria description is excerpted from the ACCJC "Eligibility, Candidacy, and Initial Accreditation Manual," published in August 2009 and updated with the information from ACCJC's document "Eligibility Requirements for Accreditation," edited in June 2011.

CRITERIA MET

1: Authority

The institution is authorized or licensed to operate as an educational institution and to award Associate Degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Supporting Documentation

Degree-granting approval statement, authorization to operate, or certificates from appropriate bodies.

Issues and/or Notes

Accreditation Steering Committee agreed that El Camino College is the submitting the application, not Compton Community College District.

2: Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to an Associate Degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

Supporting Documentation

A. Copy of the mission statement as it appears in a published catalog or other public document.

Accreditation Eligibility Proposal Status Report

- B. Minutes of governing board meeting where the mission statement was adopted.
- C. Any recent revisions to the mission statement.

3: Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being accomplished. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership should be sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Supporting Documentation

- A. Biographical information about governing board members.
- B. Copy of governing board bylaws.
- C. Copy of conflict of interest policy.
- D. Certification that there is no board majority of persons with employment, family, ownership, or personal interest in the institution; this must be signed by the chief executive officer and governing board chair.

4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Supporting Documentation

- A. Name, address, and biographical information about chief executive officer.
- B. Certification of CEO's full-time responsibility to the institution signed by chief executive officer and governing board chair.

5: Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

Supporting Documentation

- A. Organizational chart, including names of those in the identified positions.
- B. Names and biographical information about administrative staff.

Issues and/or Notes

Need transitional plan for functions handled by ECC on behalf of CCCD and for ECC positions funded by CCCD, including: Director of Facilities, Construction, and Planning; and the Supervisor of Information Technology.

See Appendix A for detail of functions performed by ECC

6: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Supporting Documentation

- A. Enrollment history of institution (most recent three years suggested).
- B. Enrollments in institutional degree programs by year or cohort, including degrees awarded.
- C. Current schedule of classes.

7: Degrees

A substantial portion, or majority, of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Supporting Documentation

- A. List of degrees, course credit requirements, and length of study for each degree program.
- B. General education courses and requirements for each degree offered.
- C. Catalog designation of college-level courses for which degree credit is granted.
- D. Data describing student enrollment in each degree program and student enrollment in the institution's non-degree programs.

8: Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate

Accreditation Eligibility Proposal Status Report

in identified student outcomes. At least one degree program must be of two academic years in length.

Supporting Documentation

- A. Names of programs which reflect the mission of the institution, including documentation of at least one degree program of two academic years in length.
- B. Documentation from catalog or other public document which describes courses and curricular sequence of educational programs.
- C. Documentation of location(s) of educational programs, including a list of those offered electronically.
- D. Student learning outcomes for degree programs.

9: Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Supporting Documentation

- A. Institutional policies on transfer and award of credit (See Commission Policy on the Award of Credit and Policy on Transfer of Credit).
- B. Catalog documentation of credits awarded.
- C. Formula used by the institution to calculate values of units of academic credit, especially for laboratory, clinical, or other learning configurations.

11: General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, Standard II.A.3, (Appendix B) for areas of study required for general education.

Supporting Documentation

- A. List of general education courses currently offered, including catalog descriptions and evidence of student learning outcomes, wherever they exist, i.e., course outlines, syllabi, etc.
- B. Course outlines for language and quantitative reasoning courses.

Accreditation Eligibility Proposal Status Report

C. Evidence that general education courses are of higher education rigor and quality.

Issues and/or Notes

Statements of Student Learning Outcomes exist for 98% of courses offered at the Compton Center. These SLO statements are listed in course syllabi, program review, and the online curriculum database CurricUNET.

12: Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Supporting Documentation

Board approved policy on academic freedom.

Issues and/or Notes

Academic freedom is delineated in both ECC Board policy and CCCD contract.

13: Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Supporting Documentation

- A. Full-time and part-time faculty roster, including degrees and experience (note that faculty degrees must be from US accredited institutions or the equivalent).
- B. Faculty responsibilities statement or contract outlining faculty responsibilities.
- C. Current schedule of classes identifying faculty responsible for each class.

Issues and/or Notes

Faculty meets state and ECCCD minimal qualifications.

14: Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Supporting Documentation

- A. Demographic characteristics of students.

Accreditation Eligibility Proposal Status Report

- B. Evidence that the institution assesses student needs for services and provides for them.
- C. List of student services provided which reflects the mission of the institution.
- D. Description of programs for special student populations.

Issues and/or Notes

- A. Assessment – some exams not given because of lack of staffing
 - B. DSPS – services for the deaf and hard of hearing need to be strengthened; Learning Disability testing services needed
 - C. Career Center – could be combined with Transfer Center
 - D. More detailed information needed on website for EOPS, Transfer and Financial Aid
 - E. Return to Title IV (Pell grant refund to DOE) must be completed on a timely basis
- See functions provided by ECC on behalf of ECC Compton Center in Appendix A*

15: Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Supporting Documentation

- A. Copy of admissions policy from the college catalog or other published statement.
- B. Copy of enrollment application.
- C. Statement of student qualifications for admission.
- D. Statement of roles and expectations of admissions personnel.

Issues and/or Notes

See Admissions functions provided by ECC on behalf of ECC Compton Center in Appendix A

16: Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Supporting Documentation

- A. Profile of holdings and resources, including electronic resources.
- B. Copies of agreements for access to external resources.

Issues and/or Notes

- A. Data collection: Not clear how data collection is done.
- B. Software available for instructional tutoring.
- C. On-going budget for updating collection; staffing.
- D. No administrative oversight and guidance.

20: Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- A. Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- B. Educational Mission
- C. Course, Program, and Degree Offerings
- D. Academic Calendar and Program Length
- E. Academic Freedom Statement
- F. Available Student Financial Aid
- G. Available Learning Resources
- H. Names and Degrees of Administrators and Faculty
- I. Names of Governing Board Members

Requirements

- A. Admissions
- B. Student Fees and Other Financial Obligations
- C. Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- A. Academic Regulations, including Academic Honesty
- B. Nondiscrimination
- C. Acceptance of Transfer Credits
- D. Grievance and Complaint Procedures
- E. Sexual Harassment
- F. Refund of Fees
- G. Locations or Publications Where Other Policies May be Found

Supporting Documentation

- A. Catalog or other public document which serves that purpose.
- B. Recent print or other media advertisements.
- C. Policies regarding public disclosure.

CRITERION PARTIALLY MET

10: Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Supporting Documentation

- A. Catalog statements which establish student learning outcomes for courses, programs and degrees.
- B. Student learning outcome data from educational program reviews.
- C. Graduation, transfer, job placement, licensure examination pass rate history, course completion, retention term to term, progression to the next course/level, program completion, as appropriate to the institutional mission.

Issues and/or Notes

Considerable progress has been made in meeting this criterion but some issues remain:

- A. Need to demonstrate that course and program assessments are linked to quantifiable, verifiable improvements in student learning and achievement.
- B. Need to document allocation of fiscal resources to implement course and program review recommendations to enhance student learning outcomes.
- C. Expect to be at "proficiency" level on the ACCJC rubric by end of 2012 and at the "sustainable continuous quality improvement" level by 2013.

CRITERIA NOT MET

17: Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Supporting Documentation

- A. Past, current, and proposed budgets and financial statements.
- B. Documentation of any external foundation or other funding support.
- C. Documentation of funding base.

Issues and/or Notes

There are problems with accounting data accuracy; support for some instructional areas is insufficient; and the OPEB (Other Post-Employee Benefits) has not been funded and still has a \$14 million liability.

18: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its Eligibility Application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the Eligibility Application process.

Supporting Documentation

- A. Past, current, and proposed budgets.
- B. Certified independent audits, including management letters (most recent three years suggested).
- C. Financial aid program review/audits, if the institution is a participant.
- D. Student loan default rates and relevant USDOE reports, if the institution is a participant.

Issues and/or Notes

The two most recent audits (2008-09 and 2009-10) continued to reveal significant findings in all accounting areas.

The Sound Fiscal Management Self-Assessment Checklist, used by the ACCJC visiting teams, contains items a visiting team would likely not find acceptable when examining the Compton Community College District.

19: Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Supporting Documentation

- A. Written, current institutional plans that describe ways in which the institution will achieve its educational goals.

Accreditation Eligibility Proposal Status Report

- B. Evidence of how the results of institutional plans are used to guide resource planning and allocation, facilities plans, and other significant institutional planning efforts and decision making processes.
- C. Evidence that the institution engages in regular, self-reflective evaluation of its operations and of student learning outcomes, and uses the results of this evaluation to identify strengths and areas in need of improvement for purposes of developing institutional plans.
- D. Evidence that well-defined decision-making processes and authority serve to facilitate planning and institutional effectiveness.

Issues and/or Notes

- A. Adopt Educational Master Plan (EMP) for the El Camino College Compton Center; “integrated planning” is not possible.
- B. Integrate the EMP with all processes.
- C. Document linkages between the EMP and planning documents.
- D. Develop a cycle of evaluation of funded allocations.
- E. Develop evaluation tools during 2011-2012 for each of the institution’s goals and measure the progress that was made for each goal.

CRITERION WILL BE MET WHEN APPLICABLE

Note: The following Eligibility Requirement refers to institutions with Candidacy or Accredited status and must be maintained to continue to have its Candidacy continued or Accreditation reaffirmed.

21: Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

** This Eligibility Requirement may not be fully realized until Candidacy or Initial Accreditation has been achieved.*

Supporting Documentation

- A. Copy of the policy adopted and published by governing board assuring compliance with this criterion.

Accreditation Eligibility Proposal Status Report

- B. List of other accreditations held by institution and information regarding standing with those organizations.
- C. Copy of directory pages or website which describe the institution's representation by those accrediting bodies.

Issues and/or Notes

This criterion is handled by El Camino College Compton Center's Accreditation Liaison Officer, Francisco Arce.

Appendix A

El Camino College Compton Center Functions Provided by El Camino College

Admissions & Records

- A. El Camino College Compton Center would need to reassign a current Admissions and Records staff member to perform these functions:
 - a. Veterans Services
 - b. 320 Report/ Other State Reports*
 - c. International Student Programs
 - d. Academic Renewal
 - e. Creating the Academic Calendar
 - f. Credit by Exam
 - g. Downloading of Admissions applications from CCCApply*
 - h. Emails to New/ Returning Students*
 - i. ITS Error Reports*

**Information and Technology Services (ITS) support is crucial.*
- B. ECC Compton Center would need to hire an Admissions and Records Evaluator for Degree Evaluations, Transfer Certification, and Substitution of Courses.
- C. ECC Compton Center would continue to utilize the current process for requesting transcripts for former Compton College students.
- D. ITS would need to provide ECC Compton Center with a service to generate add codes and rosters.

Counseling

- A. El Camino College Compton Center would need to hire or reassign a counselor to perform the following functions:
 - a. International Student Counseling
 - b. Veteran Students Counseling
 - c. Articulation
- B. Counseling Technology Services would need to be provided by SARS and College Source.

Special Resource Center

- A. El Camino College Compton Center provides the Learning Disability Assessment referrals to El Camino College.
- B. ECC Compton Center has a contract with El Camino College's SRC to provide Sign Language Interpreters/Readers.
- C. Alternative Media-Braille Services

Accreditation Eligibility Proposal Status Report

Assessment Center

- A. Assessment Platform
 - a. El Camino College Compton Center would need to purchase a platform and site licenses from the College Board.
- B. Uploading of Assessment Scores into the ECC Datatel Colleague system
 - a. El Camino College Compton Center would need to reassign a current Admissions and Records staff member to perform this function. ITS support is crucial in this area.
- C. Missing Exams: Waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nurse Entrance Test), DRP (Degrees of Reading Power), and various online nursing assessments for the Nursing Department
 - a. El Camino College Compton Center would need to purchase exams and train staff to offer the test.
- D. Validation Reports and Other Reports
 - a. A research office at El Camino College Compton Center would need to be able to conduct the required studies and reports.

Financial Aid

- A. Accounting/ Drawdown of Financial Aid Funds from the Department of Education
- B. SAP Calculations

Bookstore

- A. Current contract with the El Camino College Bookstore expires June 30, 2012.

ECC Information and Technology Services

- A. Student Clearing House
 - a. ECC ITS sends data multiple times during the term
- B. Probation/ Dismissal Run
 - a. Run process to set students standings (probation, dismissal, etc.) each term
- C. Final Grades
 - a. Run edit check and set the final grades which then shows on the transcript
- D. Printing of Rosters
 - a. Print attendance rosters each term
- E. Reports
 - a. Various reports published & or printed (enrollment, FTES, cohort)
- F. Assessment Test Scores
 - a. Upload the test scores into colleague
- G. CCCApply
 - a. Automated upload of admissions applications into colleague and set appropriate holds
- H. ECC Portal

Accreditation Eligibility Proposal Status Report

- a. ECC Portal used for registration, Web payment, degree audit, etc.
- I. Dean's List
 - a. Produce the listing of students eligible for Deans list honor
- J. Listing for U.S. Armed Forces
 - a. Generate listing of student mailing information for the armed forces
- K. Sallie Mae Extract
 - a. Send information to Sallie Mae for Financial Aid debit cards & award information
- L. Process Accounts Payable Warrants
 - a. Produce and electronically transfer the files which produce checks for vendors
- M. Board Report
 - a. Produce the listing of purchase orders for Compton Community College District Board agenda
- N. ITS Helpdesk
 - a. Run the work order system being used by Compton MIS to track work orders
- O. Windows Active Directory
 - a. Maintain ID/password to network that enable El Camino College Compton Center staff to login on their computer to ECC network
- P. Email Server
 - a. Process email for Compton District and Center using @elcamino.edu address
- Q. System Security
 - a. Set up user's ID/ password into different systems (email, colleague, sars, portal etc.)
- R. www.Compton.edu
 - a. Currently hosting the El Camino College Compton Center website on ECC server
- S. Faculty Portal Programs
 - a. View/download rosters
 - b. No show drops
 - c. Active enrollments
 - d. Final grades & midterm grades
- T. Student Portal Administration
 - a. Set up students email & Portal account based on admissions applications, if enrolled in classes then set up permissions to the different class sites (when applicable)
- U. Registration Appointments
 - a. Assign student registration appointment based on board policy
- V. Class Schedule
 - a. Produce the "printed" class schedule which goes to public information
- W. CCCTran

Accreditation Eligibility Proposal Status Report

- a. Generate & automatically send transcript via CCCTran
- X. Credentials transcript
 - a. Run software & set up for student transcript request from Credentials Inc.
- Y. 320 Report
- Z. Online Add
 - a. Custom program for student online add (stickers)
- AA. Payroll info from LACOE
 - a. Upload the budget & payroll info into Colleague
- BB. Faculty Contracts
 - a. Colleague generates faculty contracts based on the teaching load
- CC. Edit Checks
 - a. Various edit checks on schedule to verify accuracy
- DD. Colleague Registration Setup
 - a. Setup of registration parameters (school calendar, term start, various deadline dates for adds and drops)
- EE. Various Servers for Student Registration
 - a. Too many to list here, need to be aware that that there are multiple servers and software that run for Portal, WebAdvisor, Ed plans, authentication, etc. ...which needs to be kept constantly updated with latest release.
- FF. Colleague Patches and Custom Software
 - a. Apply Colleague patches and analyze the impact of each on custom development and when needed re-do the customization.
- GG. Academic Calendar
 - a. Maintain the academic calendar with holidays, flex days, etc. which is also sent to state chancellor's as the official college calendar
- HH. Positive Attendance Tracking
 - a. Tracking of positive attendance and upload into Colleague to reflect on 320 Report

BP 4020

Program, Curriculum, and Course Development

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The procedures are located in the College Curriculum Handbook.

These procedures shall include:

1. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
2. regular review and justification of programs on a ~~six~~ four-year cycle, with the exception of Career and Technical Education programs that are on a two-year cycle;
3. opportunities for training for persons involved in curriculum development, and
4. consideration of job market and other related information for vocational and occupational programs.

Comment [t1]: This policy was last reviewed and up-dated in 2010. This is a minor change to adjust the wording for the program review cycle from six to four years (as agreed upon by the Academic Senate). Also, the two-year CTE program review cycle is added in.

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Previous Board Policy Number: 6123

Reference:

Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 55100, 55130, 55150

See also Title 5, Subchapter 2, Sections 53200-53206.

This policy replaces Board Policy 4020.1 (Curriculum Review and Approval).

El Camino College

Approved: 6/22/87

Amended: 7/19/10

AP 4020

Program, Curriculum, and Course Development

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College [website](#).

Comment [t1]: This administrative procedure is included for your information only. There are no changes. Currently, program review is not in the curriculum handbook, but it will be included in the next update of the handbook.

BOARD POLICY 4255 4245

Student Progress Early Alert and Referrals

The faculty of El Camino College, as a matter of professionalism, and in compliance with California Law, is fully committed to fostering student educational progress through early individualized feedback and follow-up.

The President/Superintendent shall establish procedures for student progress early alert and referrals.

Previous Board Policy: 6131.1

Comment [t1]: It is recommended that the BP be renumbered to 4245 to avoid confusion with a CCLC AP4255 template for a different policy regulating a different area.

Comment [t2]: The reviewing committee suggests that this phrase be added so that an administrative procedure will be written. Currently, a new process for early alert and referrals is being developed. Once that process is developed, the procedure should be written.

Notes:

Oct. 17, 2011 Revisions made by Connie Fitzsimons, Regina Smith, Merriel Winfree and Christina Gold

Oct. 25, 2011 - Discussed by Educational Policies Committee. Sent on to the Senate

Nov. 1, 2011 – Senate first reading.

El Camino College
Adopted: 4/17/95
Renumbered: 5/16/05

Proposed Revision 10/11
Proposed Renumbering 10/11

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- Content Knowledge
- Critical, Creative, and Analytical Thinking
- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, how societies and social groups operate, and world arts and cultures

The President/Superintendent shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate and College Curriculum Committee involvement.

References:

Title 5 Section 55061

Accreditation Standard II.A.3

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

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The President/Superintendent shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate and College Curriculum Committee involvement.

Approved by the College Curriculum Committee: March 27, 2001
Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section ~~55805~~ 55061
Accreditation Standard II.A.3

Replaces Board Policy 6121
Adopted: 4/15/02

Deleted: of the individual to

Deleted: The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness.

Deleted: degree

Deleted: certain capabilities

Deleted: and insights

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Deleted: develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding

Deleted: appreciation and

Deleted: develop an understanding of

Deleted: foster an appreciation of

Deleted: develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.

AP4025

Philosophy for Associate Degree & General Education

The programs of El Camino Community College (ECC) are consistent with the institutional mission, purposes, demographics and economics of our community. The processes for program review shall be included in the Curriculum Handbook.

The philosophy for Associate Degree and General Education shall be published in the College Catalog. In addition, each Associate Degree offered by the College shall be published in the College Catalog with an explanation of the purpose of the degrees and their requirements. Each degree will contain a pattern of general education and major courses. Through patterns of learning, student will develop capabilities and insights, including the ECC core competencies of content knowledge; critical, creative, and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy.

General Education is designed to introduce students to the variety of means through which people comprehend the world. Students who earn their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. They must also be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

Courses approved by the Curriculum Committee for inclusion into the general education requirements shall be evaluated by the Curriculum Committee as meeting this philosophy.

References:

Title 5, Section 55061
Accreditation Standard II.A.3

Notes:

Began with meeting of Christina Gold, Merriel Winfree, Leah Pate and Claudia Striepe Oct. 12, 2011 Discussed by Educational Policies Committee. Edited and sent on to the Senate.

Nov. 1, 2011 First reading at the Senate

Comment [t1]: According to the CCLC template, this procedure is legally required and local practice should be inserted. ECC does not currently have an AP4025.

Comment [t2]: According to the CCLC template, this statement is required.

Comment [t3]: This statement from the CCLC template references the Board of Governors associate degree policy.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

1102 Q Street
Sacramento, California 95811-6549
916.445.8752
www.cccco.edu



September 30, 2011

Dear California Community Colleges Stakeholders:

I am writing you today to share the draft recommendations of the California Community Colleges Task Force on Student Success. As you may be aware, legislation enacted last year called on the California Community Colleges Board of Governors (BOG) to convene a task force of system representatives and external partners for the purpose of developing a plan to bring about significant improvements in success rates of our students. Beginning in January 2011, the Task Force, chaired by BOG Member Peter MacDougall has met monthly and worked diligently to develop a robust and thoughtful set of recommendations that hold real promise to open a new chapter for our system.

The resulting draft recommendations, sweeping in their scope, constitute a bold plan for refocusing our colleges on student success. I feel strongly that the Task Force's proposal, which accompanies this letter, will make the community colleges more responsive to the needs of students and our economy, which is increasingly demanding college-educated workers.

I encourage you to review these draft recommendations and consider how they would work to help your college improve its capacity to serve students. Over the next six weeks, we will be convening meetings across the state in order to provide you with an opportunity to provide input on this proposal. These meetings will take place at conferences, organizational meetings, and town halls. I will attend many of these meetings, as will Task Force members and Chancellor's Office Staff. A full listing of events can be found on the Chancellor's Office website <http://californiacommunitycolleges.cccco.edu/SSTF.aspx>. On this site, you can also join an online dialogue and comment on the recommendations.

The Task Force will meet again on November 9th at which time they will discuss input received in meetings and online. After reviewing input, they will make adjustments to the plan as warranted. The proposal will then be forwarded to the BOG for consideration at their January 2012 meeting.

I appreciate your attention and involvement in this critically important effort.

Sincerely,

A handwritten signature in black ink that reads 'Jack Scott'.

Jack Scott, Ph.D.
Chancellor

California Community Colleges
Task Force on Student Success

Introduction

There's a story that each member of this Task Force wants to be true - true at every community college and for every student. It's the story of a student who walks onto a California Community College campus for the first time, unsure of what she wants to do, but knowing generally that she wants to find a direction in both her life and her career.

She is able to go online, use her smart phone, or get an appointment to meet with a counselor or advisor where she learns about the wide variety of options available at the college and maybe a few offered elsewhere. The options presented to her aren't discrete classes but rather pathways toward different futures. Not all of them are easy; some require a lot of time and work, but she sees where they lead and understands what she will need to do to succeed in each pathway.

She participates in an orientation to college and spends time preparing for her assessment tests. She learns that some paths will require her to work more on basic skill mathematics and English than others, but all this information plays into her decision making process.

She easily finds her way to the financial aid office, which is the next door down the hall, where she learns of the various financial aid opportunities available to her. She sees that she can maximize financial aid opportunities if she decides to enroll full time. She understands that accepting financial aid means accepting responsibility for her academic future.

Using either online or in-person counseling support, she develops an education plan and determines her program of study. She enrolls in her basic skills coursework in her first term and follows her counselor's lead in selecting a college-level course that is appropriate to her level of preparation. Her basic skills class may rely heavily on tutoring or use other approaches that work better for her than what she experienced in high school. The results of her assessment test let the professor know what she needs help with, so she is able to focus on those things, moving at a pace that's comfortable. She's successful and is soon able to take the college-level coursework needed to complete her program of study. She uses the roadmap provided by the college and finds that she's able to enroll in all the required courses in the semester in which she needs them. She earns a certificate and/or associates degree, or maybe she transfers to the nearby California State University campus with her associate degree in hand. Wherever her path leads, she successfully reaches her academic goal and is thus able to advance her career and earn a wage sufficient to support herself and her family.

This is the vision that the recommendations of this Task Force are designed to support. Taken alone, no single recommendation will get us there, but taken together, these policies could make the vision a reality for every student, at every college.

While it is entirely natural for readers to skim through a report like this looking for the two or three recommendations that most affect their particular constituency, we encourage readers to resist this temptation and consider the set of recommendations as a whole and how they will benefit **students**. In making these recommendations, each member of the Task Force strived to do just that, at times setting aside their particular wants and making compromises for the greater good.

We hope you will join us in that effort.

Table of Contents

PART I

Refocusing California Community Colleges Toward Student Success

- Reorienting Community College to Improve Student Success
- Chronology of this Effort
- Report Recommendations
- Scope of the Task Force
- Defining Student Success
- National and State Student Success Efforts
- Implementation Processes
- Conclusion

PART II

Draft Recommendations of the Student Success Task Force

Chapter 1

Increase College and Career Readiness

- 1.1. Collaborate with K-12 to jointly develop common core standards for college and career readiness.

Chapter 2

Strengthen Support for Entering Students

- 2.1. Develop and implement common centralized diagnostic assessments.
- 2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
- 2.3. Develop and use technology applications to better guide students in educational process.
- 2.4. Require students showing a lack of college readiness to participate in support resources.
- 2.5. Require students to declare a program of study early in their academic careers

Chapter 3

Incentivize Successful Student Behaviors

- 3.1. Adopt system-wide enrollment priorities reflecting core mission of community colleges.
- 3.2. Require students receiving Board of Governors fee waivers to meet various conditions and requirements.
- 3.3. Provide students the opportunity to consider attending full time.
- 3.4. Require students to begin addressing Basic Skills deficiencies in their first year.

Chapter 4

Align Course Offering to Meet Student Needs

- 4.1. Focus course offerings and schedules on needs of students.

Chapter 5

Improve the Education of Basic Skills Students

- 5.1. Support the development of alternatives to traditional basic skills curriculum
- 5.2. Develop a comprehensive strategy for addressing basic skill education in California.

Chapter 6

Revitalize and Re-Envision Professional Development

- 6.1. Create a continuum of mandatory professional development opportunities.
- 6.2. Direct professional development resources toward improving basic skills instruction and support services.

Chapter 7

Enable Efficient Statewide Leadership & Increase Coordination Among Colleges

- 7.1. Develop and support a strong community college system office.
- 7.2. Set local student success goals consistent with statewide goals.
- 7.3. Implement a student success score card.
- 7.4. Develop and support a longitudinal student record system.

Chapter 8

Align Resources with Student Success Recommendations

- 8.1. Consolidate select categorical programs.
- 8.2. Invest in the new Student Support Initiative.
- 8.3. Promote flexibility and innovation in basic skills through alternative funding mechanism.
- 8.4. Do not implement outcome-based funding at this time.



President
Michelle Pilati
Rio Hondo College

October 25, 2011

Vice President
Beth Smith
Grossmont College

Dear Colleagues,

Secretary
David Morse
Long Beach City College

Treasurer
Wheeler North
San Diego Miramar College

Area A Representative
Julie Bruno
Sierra College

Area B Representative
Jon Drinnon
Merritt College

Area C Representative
Lesley Kawaguchi
Santa Monica College

Area D Representative
Stephanie Dumont
Golden West College

North Representative
Dan Crump
American River College

North Representative
Dolores Davison
Foothill College

South Representative
Kevin Bontenbal
Cuesta College

South Representative
Michelle Grimes-Hillman
Mt. San Antonio College

Representative at Large
Dianna Chiabotti
Napa Valley College

Representative at Large
Phil Smith
American River College

Julie Adams, CAE
Executive Director

As faculty across the state review the recommendations of the California Community Colleges Student Success Task Force (SSTF), we are receiving many questions, hearing numerous concerns, and making note of the themes that are emerging. Many of the questions pertain to what faculty should be doing locally and what impact the vetting will have on the final recommendations. We have been encouraging all faculty to visit <http://studentsuccess.ideascale.com/> to provide feedback and to attend the SSTF presentations. While the majority of these presentations have not been open to the public because they were at events that required registration to attend, at least four have now been scheduled that will be open. For a complete list of all presentations, as well as other SSTF-related documents, please see <http://www.asccc.org/1143>. These presentations provide an opportunity for SSTF members and/or Chancellor’s Office staff to respond to your questions and hear any concerns you may have. The Chancellor’s Office has been emphatic regarding the full consideration of the feedback provided. However, some of the communications regarding input appear to have been misleading, suggesting that the final date for consideration of feedback by the SSTF would be November 9, 2011. At the most recent meeting of the Consultation Council, a Vice Chancellor rejected the concerns about the timeline for input that were shared and stated that the SSTF would add additional meetings, should they not have sufficient time to review the feedback.

The concerns emerging as faculty read the recommendations are many. Due to the number of recommendations, the length of the document, and the interaction of the “chapters,” developing a complete understanding of the vision of the SSTF is complicated. Some components are easy to support in concept but harder to envision in practice. This is why your input, as practitioners in the field, is so critical. For example, recommendation 2.2 proposes that we “Require students to participate in diagnostic assessment, orientation, and the development of an educational plan,” and 3.3 would have the colleges “Require students to begin addressing Basic Skills deficiencies in their first year.” No one would suggest that these are not laudable goals. Presently, we are required to provide the services delineated in 2.2 “*if funding is provided for that purpose*” (emphasis added, page 23 of the SSTF recommendations). And shifting course offerings to provide more basic skills instruction is a necessary component of the implementation of any new prerequisites under the recently revised regulations, a process that many colleges have been considering as they seek to increase student success through the use of appropriate prerequisites. Achieving the goals stated by the SSTF will likely require more complex consideration and strategies than is acknowledged in the recommendations.

In general, the recommendations appear to be based on presumptions about our student population that are not consistent with our experiences of who our students are and what they need. While the vision of the SSTF may be that technology will enable some students to bypass matriculation services or complete such services online, the proposed recommendations fail to demonstrate how such an approach would yield positive outcomes and enable the provision of more services: indeed, some recommendations seem to directly belie the utility of this vision. Recommendation 3.3 would require financial aid staff to spend time demonstrating the value of being full-time to all students and 2.5 proposes “interventions” should a student fail to declare a program of study in the allotted time.

Senate Presidents
October 25, 2011
Page Two

Other details of the recommendations, from the use of “priority registration” as a means of rationing courses to the cessation of state funding for non-CDCP (career development or college preparatory) noncredit classes and courses outside of a student’s educational plan, raise many additional issues in the minds of faculty. Can linking course offerings to student educational plans result in a better alignment of college offerings and student needs when the two activities are temporally incongruous? What impact would modifying the criteria for receiving a Board of Governors (BOG) waiver have on our students? Does working more like a system require a stronger Chancellor’s Office, and how does that facilitate student success? These are just a few of the questions we have heard from faculty.

In order to give the reader an idea of what we are hearing across the state, in addition to the points already made, I offer you the enclosed “themes” and questions. The themes (reactions, emerging issues, and concerns) reflect what we are hearing. The questions are for the Chancellor’s Office and the SSTF, noting problematic elements of the recommendations absent judgment of the draft recommendations. The enclosed list is by no means exhaustive. Hopefully you will see many of your concerns captured here – or find yourself compelled to learn more after learning of the views of your colleagues.

I look forward to exploring these topics with you fully at our upcoming Fall Plenary and appreciate your help in formulating a thoughtful, effective response to the SSTF recommendations.

Regards,



Michelle Pilati, Ph.D.
President

MP

Enclosure

SSTF Recommendations – Reactions, Emerging Issues, and Concerns

1. The recommendations give the impression that community colleges are completely broken and failing. We know this is incorrect, and at the same time we know we can make improvements.
2. The recommendations are focused on a hypothetical student that is not our typical CCC student. The “traditional” CCC student is a “nontraditional” student.
3. The presumption that technology can free up counseling faculty for the students that really need them is flawed – and the recommendations increase the burden placed on counseling and student services more generally without an accompanying recommendation to also increase the number of counselors at the colleges.
4. Certain terms appear to lack clear definition, and these same terms are used almost interchangeably – i.e., program of study and educational plan.
5. The matriculation requirements, which have been in place for 20 years, align with the SSTF recommendations of today. Yet no additional funding for these tasks is identified (while funding for matriculation has been slashed) and more mandates and requirements in matriculation appear to be the solution to many of the challenges to student success.
6. The need for more full time instructional and counseling faculty is not addressed in the recommendations. There are documented benefits of having full-time faculty and it is full-time faculty who would be responsible for implementing the proposed “alternatives to basic skills curriculum”. And the proposed increased demand on matriculation services would necessitate the hiring of more counseling faculty.
7. A system priority for some time has been the need to close the achievement gap, yet the recommendations do not address this issue specifically.
8. The system office “reform” imbedded in the student success recommendations is misplaced. What is the relationship between the Chancellor’s Office and student success?
9. Career technical education (CTE), as part of the mission, is largely absent in the recommendations.
10. The recommendations presume that every course that a student takes is a required course; they ignore the additional units that are commonly needed as electives for degree completion. How do these factor into the educational plan as the means of guiding all offerings?

Questions for the Chancellor’s Office and the SSTF

1. How can educational plans be used to drive schedules when the timing of educational plans and the development of schedules are not aligned?
2. Why have categorical programs that receive matching federal dollars been included in the categoricals to be consolidate? This suggests an intent to cease those categorical programs – an intent that should be explicitly stated and justified.
3. How is it cost-effective to implement an interim assessment before a diagnostic one is developed? Wouldn’t a more logical approach be to wait and implement the more desirable diagnostic option? Is the intent really to have a diagnostic assessment or just to have any required statewide assessment?
4. As written, CTE is largely ignored in the recommendations. The CCC, for example, does not appear to be viewed as a place for job retraining. Would a student needing one or two courses for career advancement not be able to do this on state support? Or would such a student be required to go through all matriculation services and tax the college’s resources just to be able to take one or two courses on the state’s dollar?
5. Chapters 5 and 8 propose different uses for basic skills funds. If these dollars are to be redirected, how will they be used?
6. While recommendation 8.4 indicates that outcome-based funding is not to be a recommendation, 7.3 is suggestive of a first step in establishing such a system. Will the Chancellor’s Office oppose legislative efforts to implement outcome-based funding, should such efforts materialize?
7. Like many aspects of the recommendations, Chapter 6 delineates the inappropriate intrusion of the Chancellor’s Office and Board of Governors into matters that are clearly within the purview of faculty. Given the down-sizing of the Chancellor’s Office and the broad array of compliance monitoring activities that it is charged with offering, how can the Chancellor’s Office take on the new roles delineated for it in the recommendations? In its totality, the recommendations increase the roles and responsibilities of the Chancellor’s Office – and not clearly in a manner that would support student success.
8. Recommendation 8.3 proposes an alternative funding mechanism that appears to require consistency across the system in the leveling of basic skills curriculum in order to be implemented. Is there a presumption that basic skills curriculum will be aligned across our 112 colleges and a plan to avoid the declaration of this as an unfunded mandate by not mandating it, but rather tying new dollars to it? Given that this strategy is proposed in 8.2 (access to the proposed “student support initiative” is contingent upon local implementation of recommendations 2.1 and 7.2), is the plan to obscure unfunded mandates by creating options that colleges will be compelled to select due to fiscal awards?