



Officers & Executive Committee

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

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

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012. \*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



**SENATE'S PURPOSE (from the Senate Constitution)**

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

<b><u>FALL 2012</u></b>		<b><u>SPRING 2013</u></b>	
September 6	Alondra Room (Canceled)	February 19	Alondra Room
September 18	Alondra Room	March 5	Alondra Room
October 2	Alondra Room	March 19	Alondra Room
October 16	Alondra Room	April 2	Alondra Room
November 6	Alondra Room	April 16	Alondra Room
November 20	Alondra Room	May 7	Compton Educational Center
December 4	Alondra Room	May 21	Alondra Room
		June 4	Alondra Room

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

<b><u>FALL 2012</u></b>		<b><u>SPRING 2013</u></b>	
September 6	Board Room	Feb. 21	Board Room
September 20	Board Room	March 7	Board Room
October 4	Board Room	March 21	Board Room
October 18	Board Room	April 4	Board Room
November 1	Board Room	April 18	Board Room
November 15	Board Room	May 2	Board Room
December 6	Board Room	May 16	Board Room
		May 30	Board Room



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER (12:30)</b>		
<b>B. APPROVAL OF MINUTES</b>		<b>Hand out</b>
<b>C. OFFICER REPORTS</b>	<p><b>A. President – Christina Gold</b></p> <p><b>B. VP – Compton Education Center – Michael Odanaka</b></p> <p><b>C. Chair – Curriculum – Jenny Simon</b></p> <p><b>D. VP – Educational Policies – Merriel Winfree</b></p> <p><b>E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe</b></p> <p><b>F. VP – Finance – Lance Widman</b></p> <p><b>G. VP – Academic Technology – Pete Marcoux</b></p> <p><b>H. VP – Instructional Effectiveness – Janet Young</b></p>	<p><b>6-14</b></p> <p><b>15-21</b></p> <p><b>22-29</b></p> <p><b>30</b></p>
<b>D. SPECIAL COMMITTEE REPORTS</b>	<b>A. ECC VP Reports – Jeanie Nishime and Francsico Arce</b>	
<b>E. UNFINISHED BUSINESS</b>		
<b>F. NEW BUSINESS</b>	<b>A. BP/AP4260 Prerequisites and Co-requisites.</b> This revised policy and procedure reflects Title 5 changes to the way in which prerequisites in outside fields can be established (for instance, an English prerequisite for a Philosophy class). This draft has been approved by the Curriculum Committee and the Deans.	<b>31-40</b>
<b>G. INFORMATION ITEMS – DISCUSSION</b>	<p><b>A. Rebecca Cobb – Student “Imposters”</b></p> <p><b>B. Irene Graff – The Student Technology Survey</b></p>	<b>41-48</b>



**Academic Senate of El Camino College 2012-2013**

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Feb. 19, 2013

<p><b>C. FUTURE AGENDA ITEMS</b></p>  <p><b>D. PUBLIC COMMENT</b></p> <p><b>E. ADJOURN</b></p>		
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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.	Kaysa Laureano-Ribas, Chris Mello, Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young			
Compton Academic Senate	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon, Chair Mark Lipe, Chair Elect	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Moon Ichinaga, Claudia Striepe	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

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

**El Camino College | Public Relations & Marketing Department** Contact: **Ann M. Garten, Director, Community Relations**

**February 12, 2013**

### **El Camino College Welcomes New Managers**

El Camino College recently welcomed three new members to the management team. Robert Brobst joins the college as the new assistant director, Facilities Planning & Services; William Garcia is the new dean, Enrollment Services; and Melissa Guess is the new assistant director, Financial Aid.

**Robert Brobst** served as the associate director of housing, facilities and maintenance for California State University, Fullerton for the past four years. Prior to that position, he was director of college facilities at Los Angeles City College. Brobst also has experience in business management and will complete the Harvard University Business School Executive Program later this year.

**William Garcia** most recently served as the associate dean of student services at the College of the Sequoias in Visalia, where he also worked as director of student services and as the EOPS & CARE director. In addition, Garcia held admissions positions at Santa Clara University. He has a master's degree in educational administration from Santa Clara University, and a bachelor's degree from Georgetown University.

**Melissa Guess** comes to ECC after serving as the director of admissions and financial aid at North Central Missouri College. She also has a background in business management and operations. Guess earned a master's degree in accounting from the University of Missouri, Kansas City and a bachelor's degree in accounting and business administration from Southwest Baptist University.



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N E W S

**El Camino College | Public Relations & Marketing Department**  
**Contact: Ann M. Garten, Director, Community Relations**  
**February 12, 2013**

### **El Camino College to Hire 22 New Faculty Members for Fall 2013**

As El Camino College continues in the New Year with a focus on student success, 22 new full-time faculty positions have been approved for recruitment for Fall 2013.

Recruitment for faculty positions in the following areas has begun:

- Accounting
- Air Conditioning and Refrigeration
- Business Management
- Chemistry
- Counselor (EOP&S/Fund 12)
- Counselor (general)
- Counselor (Special Resource Center)
- Dance
- English Composition
- History/Ethnic Studies
- Kinesiology (football coach)
- Librarian
- Math (two positions)
- Nursing (two positions)
- Philosophy
- Physics
- Psychology
- Radiologic Technology
- Sign Language
- Spanish

The ultimate number of faculty hires is conditional, pending the final 2013-14 state budget. For more information, go to <http://www.elcamino.edu/administration/hr/>.



## EL CAMINO COLLEGE

Office of the Vice President-Academic Affairs

December 12, 2012

TO: All Full-Time Faculty

FROM: Francisco M. Arce

SUBJECT: Sabbatical Leaves – 2013-2014

The Sabbatical Leave Committee is pleased to report that the following faculty members will be recommended by the committee to the Board of Trustees for approval for sabbatical leaves during 2013-2014:

### **Traditional Sabbatical**

Debra Breckheimer	Fall 2013
Tom Cody	Fall 2013
Eugene Engle	Spring 2014
Milan Georgevich	Fall 2013
Pete Marcoux	Fall 2013
Gregg Scott	Fall 2013
Elizabeth Shadish	Fall 2013

An alternate list for 2013-2014 has also been established and is as follows:

Jeffrey Cohen	Spring 2014
Susan Bachmann	Spring 2014
Ellen Antoine	Fall 2013

The alternate list will be administered as follows:

When a vacancy occurs, the first person on the alternate list will be notified. If the sabbatical is refused, the next person on the list will be notified until the sabbatical is filled.

Please contact any member of the Sabbatical Leave Committee if further information is desired. The committee has done its work based on the provisions of the current contract.

### **SABBATICAL LEAVE COMMITTEE MEMBERSHIP**

Francisco Arce, Administration  
Laurie Houske, Behavioral/Social Sciences  
Janet Madden, Humanities  
Virginia Rapp, Administration  
Stephanie Rodriguez, Administration  
Corey Stanbury, Health Sciences/Athletics



## EL CAMINO COLLEGE

### ACCREDITATION SELF-EVALUATION 2014

Accreditation Liaison Officer (ALO): Dr. Jeanie Nishime

Accreditation Self-Evaluation Co-Chairs: Dr. Jean Shankweiler, Matt Cheung (ECC Humanities), Holly Schumacher (CEC Counseling)

#### SELF-EVALUATION TIMELINE

September 2012	Select team leaders for Accreditation Standards I, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, IV
Oct/Nov 2012	Provide Training for team leaders (Oct. 30 for CEC, Nov. 1 for ECC)
Nov. 21, 2012	Populate all standards with team members
Dec. 21, 2012	Each team will: <ul style="list-style-type: none"><li>• Assign sub-standards to team members</li><li>• Outline the topics to be covered in the Descriptive Summary</li><li>• Outline the evidence need to support the narrative</li></ul>
March 21, 2013	Complete the descriptive narrative for all parts of each standard <b>Complete Introduction and address 21 Eligibility Requirements</b>
<b>April 30, 2013</b>	<b>Complete the Findings and Evidence section for each standard</b>
<b>May 31, 2013</b>	<b>Complete Self-evaluation section for each standard</b>
Summer 2013	Editors integrate El Camino and Compton self-evaluations into one cohesive document
<b>August 22 &amp; 23, 2013</b>	<b>FLEX Accreditation workshops at both locations</b>
<b>September 1, 2013</b>	<b>Post first draft of Self-Evaluation on the web</b>
<b>October 2013</b>	<b>Open Forum</b>

<b>October 31, 2013</b>	<b>All teams review first draft for accuracy and provide additional edits. Identify sources of evidence to link within document; identify Improvement Plans to include in report; finalize report</b>
<b>November 30, 2013</b>	<b>Editors complete second draft of self-evaluation</b>
<b>December 10, 2013</b>	<b>Post second draft of Self-Evaluation on web</b>
<b>Feb. 11, &amp; Feb. 20, 2014</b>	<b>Hold accreditation forums at both locations</b>
April 30, 2014	Complete consultation process for Self-Evaluation Report
May 30, 2014	Final editing of Self-Evaluation Report
June 2014	Board Approves Self-Evaluation Report
July 2014	Self-Evaluation Report copied and bound
August 2014	Mail Self-Evaluation Report to ACCJC
September 2014	Prepare for team visit (reserve meeting rooms, make hotel reservations)
October/November 2014	Accreditation Team Visit

January 18, 2013



# Annual Plan NEWSLETTER

## El Camino College: Mission

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

## El Camino College: Strategic Initiatives

The Strategic Initiatives stem from the college's mission statement and values. They guide decision-making and planning at all levels and help the college achieve its goals in serving the community.

### Strategic Initiative A

*Enhance teaching to support student learning using a variety of instructional methods and services.*

### Strategic Initiative B

*Strengthen quality educational and support services to promote student success.*

### Strategic Initiative C

*Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.*

### Strategic Initiative D

*Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.*

### Strategic Initiative E

*Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.*

### Strategic Initiative F

*Support facility and technology improvements to meet the needs of students, employees, and the community.*

### Strategic Initiative G

*Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.*

## Fall 2012

Each of the 142 plans submitted for review this year addressed one, if not multiple, strategic initiatives. In 2011-12, \$35 million dollars in plans were requested by college faculty and managers. Even in a time of declining revenues and shrinking budgets, the college was able to fund approximately \$3 million dollars of those plans.

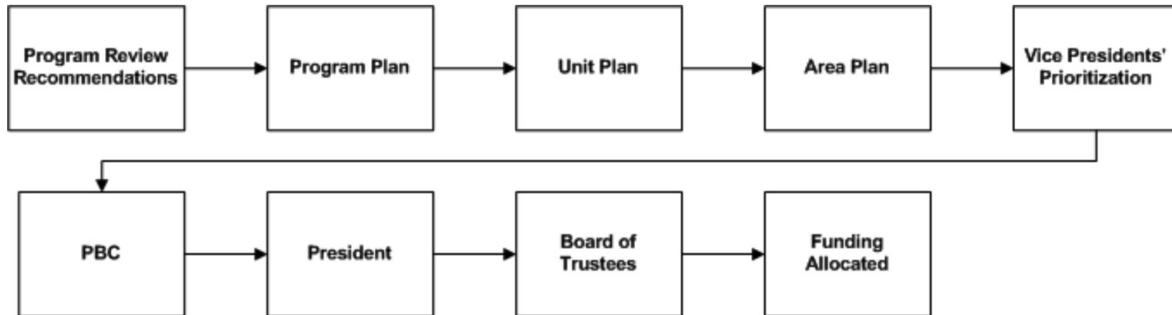
## 2011-12 El Camino College Plan Builder

SI	# Used in Plan	\$ Amount Requested
A	74	\$5,930,085
B	152	\$12,951,865
C	40	\$680,107
D	43	\$5,209,234
E	75	\$2,316,637
F	116	\$10,461,183
G	19	\$502,401



## ECC's Annual Planning Process

The chart below illustrates the process it takes for a plan to become reality. El Camino College uses software called Plan Builder to record plans and track their progress. These plans are updated with status reports twice a year. The Plan Development Cycle begins in September as departments begin developing their program plans and updating their planning goals. The process concludes in June when the Planning and Budgeting Committee submits their endorsements for the President to consider.



## Plan Development Cycle

- Departments review and update recommendations to create a Program Plan.
- Division Deans review prioritized goals from Program Plans and with their Division Councils to decide what to incorporate into a Unit Plan.
- Vice Presidents review the prioritized goals from their Unit Plans to create Area Plans.
- All of the Vice Presidents review priorities arising from their areas and collaborate to determine the institution's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee.
- Planning and Budgeting Committee reviews funding requests submitted by the Vice Presidents for alignment with the College mission and strategic initiatives and forwards its endorsements to the President.
- Plans meeting presidential approval are forwarded to the Board of Trustees for final budget approval.

### *Student Ambassadors*

## Ambassadors: Reaching In and Reaching Out

The Student Ambassadors Program has been a growing presence on and off-campus since its inception in the fall of 2007. They help realize El Camino College's Strategic Initiative D, which seeks to develop relationships with other schools, colleges, and other community organizations. On campus, they act as tour guides for prospective students and answer questions at various information desks. Off campus, they represent ECC at high schools, college fairs, and community events. According to the Office of Outreach and School Relations, through these events the Ambassadors have met with nearly 50% of the prospective El Camino students in the area— that's over 4,000 students. This is quite impressive considering that there are only 32 ambassadors on staff.

The 32 Ambassadors are a very special group of students, and working in the program has a transformative effect on them as well. Coordinator Julieta Ortiz enjoys watching the students "grow and truly become leaders" on campus. Janelle Miller, a recent graduate and an ambassador for two years, said that the program was more than just a job but an opportunity to learn "organizational skills and responsibility, how to better manage my time, and how to be a good employee." Ambassadors like Janelle develop practical skills such as public speaking, networking, and interpersonal skills during their tenure in the program and many become leaders in clubs and in ASO. In fact, the last three ASO presidents and the current and former Student Trustee have been Ambassadors.

The Ambassadors have had many sources of funding over the last five years. The program was originally





funded through Enrollment Management and the Office of Outreach and School Relations. Both offices deemed the program a priority in their 2009-2010 program plans. That year also saw the ambassadors increase their numbers from five ambassadors to thirty-two. When Enrollment Management and Outreach and School Relations could not fund them anymore, the El Camino College Foundation provided \$25,000 to sustain the program. The Foundation's support has allowed the program to continue over the last two years. Finally, federal work study money helps too. Ortiz maximizes the federal work study grants of her Ambassadors, which further augments and stretches the Foundation's funding. These efforts by so many areas of the college clearly show how beneficial this program is. A program that facilitates entry into the college and helps prepare ECC students to be future leaders is certainly worth the investment.

### *Compressed Courses*

## **Experimental Courses Speed Students to English 1A**

This fall the English department and the First Year Experience Program are piloting two experimental courses – English 50WW and English 50RR. English 50WW combines English A and B into one class while 50RR combines English 82 and 84 together. The two classes are being offered as a learning community, so students are enrolled simultaneously in both classes and attend class everyday for four hours. The professors of the two classes collaborate on assignments to create a learning community that reinforces content from both classes. This gives students the exciting prospect of finishing all of their English prerequisites in one semester, a process that can normally take a student two to four semesters to complete.

This bold experiment began two years ago when Professor Pete Marcoux piloted an accelerated learning community in the First Year Experience program. His efforts yielded a 100% retention rate. The successful students went on to complete English 1A with a 71% success rate, a rate almost 10% higher than the control group. There were two more accelerated cohorts that followed and all yielded promising results. Because of this potential, FYE made increasing the number of compressed learning communities one of their goals in their 2011-2012 Annual Plan. They intend to gather data on success, retention and persistence from six or seven more accelerated learning communities to determine the effectiveness of these classes.

Funding for projects noted in Annual Plans come from a variety of sources. In this case, the compressed learning communities are being supported and funded by the

Title V, Graduation Initiative grant. Money from the grant is helping both faculty and students. The grant compensates faculty members for their collaboration with their link partners to create new lesson plans. For the students, the grant has provided money for their textbooks. The Graduation Initiative is also providing funding to take the students on field trips to build camaraderie and team-building within the learning community.

The next three semesters will determine if more courses like these will be offered in the future. With willing faculty, innovative ideas, and Title V funding, it appears that many factors are in place for success, and ECC will have one more way to fulfill Strategic Initiative A's directive of using a variety of instructional methods to serve students. Hopefully, compressed courses will be adopted into the curriculum so students will have a fast and innovative way to complete the developmental track.



## Strategic Initiative Green

Industry and Technology is moving forward on exciting new plans to fulfill Strategic Initiative G – making college processes and policies sustainable and environmentally sensitive. The division is moving in three areas that will culminate in a new Environmental Technology Program and a Sustainable Learning Resource Center (SLRC). Currently in process in Plan Builder is to purchase resources related to solar energy and sustainable building materials. These will augment the solar cells and the Skystream wind turbine that were donated and bought with a grant, respectively, to be used in the Resource Center. All of these new materials allow for the expansion of the green technology curriculum. The first course to teach students about green technologies and sustainable building, Environmental Technology 101, is making its way through the curriculum committee. ET 101 is the first in a sequence of classes designed to teach students about the history of environmentalism and how to apply materials and technology to create sustainable buildings and structures. By the time students learn about materials and technology, they won't just read about it in a textbook. They can go to the Sustainable Learning Resource Center to see and experience it.

The SLRC is still in the design stages, but when completed, will be a remarkable example of environmental sustainability. The SLRC will not be like an average classroom in either construction or purpose. Mike Stallings, Architecture professor, explains that the "building will showcase green technology and alternative energy systems." The construction materials, the design, every-

thing about it is "meant to be a visual aid for horticulture, construction technology, and architecture students."

This "temporary evolving lab," as Professor Stalling calls it, will be a place where students can see green technology integrated and applied into an existing but modifiable structure. The SLRC hopes to feature a bamboo trellis that can hold lectures and receptions for the different divisions on campus and be built with sustainable materials. Permeable paving materials will help reduce runoff and the structure will be adorned with native and drought resistant plants. Architecture professor Greg George also noted that since the SLRC will produce its own power through the previously mentioned solar cells and Skystream wind turbine, it will help take El Camino College "off the grid" and be a "model for a building typology that's energy efficient."

The Environmental Technology students won't be the only ones to learn from or contribute to this structure. Professor Stallings intends for the structure to be "student designed and student built" and to utilize students in disciplines including Horticulture, Architecture, and Construction. Also contributing will be El Camino College's Developing Energy Efficient Professionals (DEEP) interns. The DEEP interns are on the forefront for sustainability awareness not just on campus but in the state. DEEP intern Neal Ryke summed up the purpose of the SLRC quite succinctly. The SLRC isn't just for students to gain skills for jobs, but it's also a way for them and the community to adopt a greener lifestyle. According to Ryke, with a visit to the SLRC "the common person can walk up, and take some of it home, and apply it to everyday life."



### El Camino College Administration

Thomas M. Fallo – President

Francisco Arce – Vice President, Academic Affairs

Jo Ann Higdon – Vice President, Administrative Affairs

Linda Beam – Vice President, Human Resources

Jeanie Nishime – Vice President, Student and Community Advancement


**2011/2012 Annual Report:** Editor/Editorial Writer - Matt Cheung



El Camino College  
Compton Center

December 12, 2012

**TO:** Susan Dever, Wanda Morris, Rodney Murray, Michael Odanaka and  
Ricky Shabazz

**FROM:** Barbara Perez, Vice President Compton Center 

**cc.** Keith Curry, Rachelle Sasser

**SUBJECT:** Faculty Hires for 2013-2014

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The Compton Community College District has decided to hire 8 new faculty members for 2013-2014. The approved positions in alphabetical order are:

Communication Studies  
English  
Kinesiology/Baseball Coach  
Mathematics (2)  
Nursing  
Psychology  
SRC Counselor/LD Specialist

English and math are critical to student success. In reviewing the FT/PT ratios, we discovered that math is only 47% full-time. By adding 2 new full-time instructors in mathematics, we will be able to increase the ratio to 57% which should strengthen this area.

# PROPOSED DIVISIONS

Division 1	Division 2	Division 3
<p><b>DEAN: Ms. Wanda Morris</b></p> <p>Instructional Coordinator: Vacant (new job description)</p> <p>Administrative Assistant: Kayla Ellis</p> <p>Instructional Assistants: 2 – Luz Beltran, Donald Mitchell</p> <p>Laboratory Technicians: 3 – Brenda Velis, Ruben Valenzuela, Vacant</p> <p><b>FTEF: 47.93 FTEs: 812.51</b></p>	<p><b>DEAN: Dr. Rodney Murray</b></p> <p>Instructional Coordinator: Celia Valdez</p> <p>Administrative Assistant: Laura Atchinson</p> <p>Instructional Assistant: 1 - Josephine Mays,</p> <p>Tool Room Attendant: 2 – Randy Evans, Joseph Ginn</p> <p><b>FTEF: 51.17 FTEs: 975.66</b></p>	<p><b>DEAN: New Hire</b></p> <p>Administrative Assistant: Mary Griffin</p> <p>Instructional Assistants: 3 – Jose Escotto, Stacy Farrah, Wendy Johnson</p> <p>Student Success Assistant: Vacant</p> <p>Sr. Library Clerk: Claudia Gomez</p> <p>Library Assistant: Geraldine Luckey</p> <p><b>FTEF: 47.93 FTEs: 749</b></p>
<p>Anatomy</p> <p>Astronomy</p> <p>Biology</p> <p>Chemistry</p> <p>Geography</p> <p>Geology</p> <p>Microbiology</p> <p>Physics</p> <p>Physiology</p>	<p>Administration of Justice</p> <p>Air Conditioning and Refrigeration</p> <p>Auto Collision Repair &amp; Painting</p> <p>Automotive Technology</p> <p>Business</p> <p>Computer Information Systems</p> <p>Fashion</p> <p>Fire and Emergency Technology</p> <p>Law</p> <p>Machine Tool Technology</p> <p>Manufacturing Technology</p> <p>Real Estate</p> <p>Sign Language</p> <p>Welding</p>	<p>Academic Strategies</p> <p>English</p> <p>English as a Second Language</p> <p>First Year Experience</p> <p>Human Development</p> <p>Math</p> <p><b>Student Success Programs:</b></p> <p>Library</p> <p>Learning Resource Center</p> <p>Learning Communities</p> <p>Supplemental Instruction</p> <p>Tutorial Programs</p> <p>Writing Center</p> <p>Student Learning Outcomes Oversight</p>
<p>Child Development</p> <p>Education</p> <p>Contemporary Health</p> <p>First Aid</p> <p>Kinesiology</p> <p>Medical Terminology</p> <p>Nursing</p> <p>Nutrition and Foods</p> <p>Physical Education</p> <p>Psychology</p> <p>Recreation</p>	<p>Anthropology</p> <p>Art</p> <p>Communications Studies</p> <p>Dance</p> <p>Economics</p> <p>Ethnic Studies</p> <p>Film/Video</p> <p>History</p> <p>Humanities</p> <p>Journalism</p> <p>Music</p> <p>Philosophy</p> <p>Political Science</p> <p>Sociology</p> <p>Spanish</p> <p>Theatre</p> <p>Women's Studies</p> <p>Distance Education</p>	



## ARTICLE IV: COMPOSITION

### SECTION 1. ELECTORATE

Current:

a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect divisional, non-divisional, and Council Members at-large.

**Proposed:**

- a. **The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect Discipline Group and At-Large Council Members.**

*Note: This revision to "discipline group" is designed to provide stability of membership whatever the division structure or academic organization may be at a given time.*

### SECTION 2. ORGANIZATION

Current:

a. There shall be two Council Members from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Vice President of the Compton Center and ratified in contract.

**Proposed:**

**a. There shall be 2 Council Members from each Discipline Group having more than 8 full-time faculty members and 1 Council Member from Discipline Groups having less than 8 faculty members. For the purposes of the Academic Senate and Faculty Council the term Discipline Group is used to refer to the following faculty groupings:**

<b><u>"Social Sciences+"</u></b>	<b><u>Anthropology, Criminal Justice, Dance, History, Ethnic Studies, Human Development, Music, Political Science, Psychology, Sociology, Women's Studies, etc.</u></b>
<b><u>"Humanities"</u></b>	<b><u>Art, ESL, English, Foreign Languages, Humanities, Speech, Philosophy, Theater</u></b>
<b><u>"Allied Health+"</u></b>	<b><u>Childhood Education, Nursing, Nutrition, Fashion</u></b>
<b><u>Counseling+</u></b>	<b><u>Counseling (including CTE, EOPS, DSPS, Transfer, Financial Aid, FYE and District) and Human Development</u></b>
<b><u>CTE/Business</u></b>	<b><u>Air Conditioning, Auto Collision, Auto Technology, Business, CIS, Machine Tool, Office Administration, Welding.</u></b>
<b><u>Library/LRC</u></b>	<b><u>Librarians and Learning Resources.</u></b>
<b><u>Math/Science</u></b>	<b><u>Anatomy, Astronomy, Biology, Chemistry, Geology, Mathematics, Microbiology, Physics, Physiology</u></b>

control

Current:

b. There shall be one Council Member from each group of teaching or non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.

Change to:

**b. (Delete)**

Current:

d. Council Members representing divisions, teaching and non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured members of the faculty or full time faculty in at least their third contract year.

**Proposed:**

**d. Council Members representing a Discipline Group and Faculty-at-Large shall be full time faculty.**

*Note: Tenure would no longer be a prerequisite for membership.*

No change:

e. There shall be two Adjunct Council Members elected at large by the part-time faculty.

*Note: Intent of this section is to have the Academic Senate/Faculty Council at approximately 20% of the full-time faculty and try to insure that each subject area has the opportunity to be represented. It is not meant to insure an exact ratio of faculty-to-representatives. As configured we would have 18 members.*

## ARTICLE V: ELECTION

Current:

**SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES**

Proposed:

**SECTION 1. Discipline Groupings**

Current:

a. Each division and non-divisional faculty group shall be responsible for the election in April 2011 of representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term.

**Proposed:**

**The Faculty Council will conduct elections each year in April for those representatives whose terms are expiring and the elected Members shall assume their responsibilities at the last regular General Meeting in May. If a Discipline Group has two seats open, the two individuals receiving the most votes will be elected. These Council Members will serve a three year term.**

**A special election will be held in April 2013 with the following guidelines: One third of the representatives will continue to serve for one year at which time these seats will be elected for a normal 3 year term. One third of the representatives will be elected for a 2 year term at which time these seats will be elected for a normal 3 year term. One third of the**

representatives will be elected for a normal 3 year term. Length of initial term will be determined by a random drawing.

*Note: The Council will hold these elections, not the Divisions. This will create a staggered election process with 1/3<sup>rd</sup> of the body elected each year All future elections will also be conducted by the Council (Nominations committee).*

Current:

b. When a Division's or non-divisional group's Representative has been elected Chairperson or Chairperson-Elect of the Faculty Council, that Division or group shall be invited to elect a replacement Council Member, whose term of office shall coincide with the term of the newly elected Chairperson or Chairperson-Elect.

**Proposed:**

**b. When a Discipline Group's representative or an At-Large representative has been elected Chairperson of the Faculty Council, the Nominations Committee shall conduct a special nomination and election process to replace that representative, whose term shall coincide with the term of the newly elected Chairpersons. If a representative is elected to an office (other than Chairperson) at the end of their second year the term of their office will be extended by one year.**

*Note: The Chairperson-Elect will continue to represent his/her area until assuming the Chairpersonship. The replacement will serve for the full term of the individual selected to be Chair.*

## **SECTION 2. MEMBERS-AT-LARGE**

Current:

c. Council Members-at large shall be elected for three-year terms in April 2011 and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.

**Proposed:**

**c. The Faculty Council will conduct elections every three years in April , starting in April, 2013, and the elected Members shall assume their responsibilities at the last regular General Meeting in May. The two individuals receiving the most votes will be elected. These Council Members will serve a three year term.**

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## **SECTION 3. ADJUNCT COUNCIL MEMBERS**

Current:

c. Adjunct Council Members shall be elected for a three year term in April 2011 and shall assume their responsibilities at the last regular General Meeting in May.

*Proposed:*

*c. The Faculty Council will conduct elections every three years in April, starting in April, 2013, and the elected Members shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term. The two individuals receiving the most votes will be elected.*

## SECTION 1. ARTICLE VI: OFFICERS

Current:

The Faculty Council shall choose its Chairperson, Vice Chairperson, Chairperson-Elect Secretary, and Curriculum Representative from among the members of the Faculty Council. All Council officers must be tenured members of the full-time faculty.

**Proposed:**

**a. The Faculty Council shall choose its Chairperson, Vice Chairperson, Chairperson-Elect Secretary, and Curriculum Representative from among the members of the Faculty Council. The Chairperson-Elect must have received his/her 3rd year contract and the Chairperson must be a tenured faculty member or at least starting his/her 4<sup>th</sup> contract year.**

**b. The Chairperson-elect position is filled at the end of the Chairperson's first year. If the Vice-president assumes this position, a special election will be held to fill the vice-chairperson's position.**

**Note: Tenure would no longer be a requirement for officers, but Chairperson must still be tenured or starting his/her 4<sup>th</sup> contract year.**

## SECTION 4.

Current:

The term of office shall be for two years, with the exception of the Chairperson-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent terms, with the exception of the Chairperson, by the Electorate.

**Proposed:**

**The term of office shall be for two years, with the exception of the Chairperson-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent terms (no limit) with the exception of the Chairperson, who is limited to two successive terms (four years maximum) by the Electorate.**

**Note: Chairperson will be able to serve two terms instead of only one.**

## ARTICLE VIII: COMMITTEES

### SECTION 1.

The Faculty Council shall have primary responsibility for the operation of the following Center committees, in consultation with the El Camino Senate:

Current:

1. Curriculum. This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee.

**Proposed:**

**1. Curriculum. This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee. This committee will be chaired by the Faculty Council Curriculum representative. As the Center moves forward in the accreditation process, this committee shall take the necessary steps to become an operational Curriculum Committee that will meet the requirements for accreditation.**

**Note: This change is intended to prepare us for eventual accreditation as an autonomous College, retaining faculty control over curriculum.**

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
DECEMBER 4, 2012**

Present: B. Carey, E. French-Preston, L. Houske, M. Lipe, E. Martinez, V. Nemie, D. Pahl,  
S. Rodriguez, J. Simon, J. Sims

Absent: F. Arce, J. Davidson, B. Flameno, D. Juarez, S. Kushigemachi

Ex-Officio Members Present: A. Beverly, Q. Chapman, L. Suekawa,

Ex-Officio Members Absent: M. Hall, J. Romero-Reyes, D. Vakil

Guests: P. Fairchild, L. Linka, V. Rapp, P. Sorunke, J. Thompson

**CALL TO ORDER**

Chair Simon called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

**APPROVAL OF MINUTES**

P. Sorunke informed the committee there are not enough votes to approve the minutes from the November 27<sup>th</sup> meeting. The minutes were emailed to the committee on Monday, December 3<sup>rd</sup> for approval.

**CURRICULUM REVIEW**

**Business Division**

Dean Rapp announced the division is excited about the proposed new Building Mobile Apps (CIS 136) course the Computer Information Systems department is planning to add to its curriculum. In this course students will design, develop, test, debug and launch mobile applications (apps) using open source web standards, or standards that are adaptable to various development frameworks such as Android, iOS, and Windows. Topics include design principles, application structure, graphics, user interfaces, animation, and data storage.

J. Thompson informed the committee that mobile devices are driving the economy and are responsible for adding jobs to the economy. The mobile device market has drawn the eye of the federal government to gather statistics of projected job growth. There are freelance job opportunities for developers skilled in mobile applications who do not want to work for companies such as Microsoft or Apple. The division will propose changes to the CIS major and certificates of achievement in web development and microcomputer applications in spring 2013. Q. Chapman will make the change recommended by M. Lipe to correct the prerequisite statement to include “minimum grade of C” in the course outline of record, section I Conditions of Enrollment. Q. Chapman will also adjust work outside of study time hours from 6 to 4 hours.

## **Industry and Technology Division**

P. Fairchild of Industry and Technology discussed Automotive Collision Repair/Painting (ACRP) courses that are being proposed by the division. The division is proposing to replace ACRP 4abcd and 5abcd with four new courses (ACRP 4A, 4B, 5A, and 5B) as a result of the repeatability regulation. Students may earn a certificate of achievement by completing 32 units of program requirements. The division's plan for next year is to redesign the ACRP program and to reduce existing 8 unit courses into 2 to 4 unit courses thereby making it easier for part-time instructors to teach the courses. L. Suekawa asked if the division plans to grandfather in transferability for the new courses, and P. Fairchild affirmed. Chair Simon announced the proposed new courses received a robust 14 approval votes. P. Fairchild authorized Chair Simon to adjust the Work Outside of Class study time hours from 6 to 4 in the course outline of record, section VI.

Chair Simon announced Architecture 150A course has been reviewed and approved by the College Curriculum Committee (CCC).

M. Lipe thanked Chair Simon for inviting faculty to the CCC to present their division program plans. S. Rodriguez recommended the committee consider inviting faculty to the CCC meetings prior to Division Curriculum Committee approval. The recommendation is based on a suggestion made by faculty to S. Rodriguez.

## **Natural Sciences Division**

Chair Simon stated the Geology 2 course received enough votes to approve the changes made in recommended preparation.

## **Full Course Review**

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

1. Automotive Collision Repair/Painting 4A (ACRP 4A)
2. Automotive Collision Repair/Painting 4B (ACRP 4B)
3. Automotive Collision Repair/Painting 5A (ACRP 5A)
4. Automotive Collision Repair/Painting 5B (ACRP 5B)
5. Computer Information Systems 136 (CIS 136)
6. Geology 2 (GEOL 2)

## **CHAIR'S REPORT**

Chair Simon asked for volunteers to support the Standard Review Subcommittee for spring 2013. The following assignments were made:

<b>Standard Review Floating Representative</b>	<b>Standard Review Date</b>	<b>Assigned CCC Meetings</b>
E. Martinez / D. Pahl	February 28, 2013	CCC Spring 2013 #3 March 12, 2013
B. Carey / E. French-Preston	March 14, 2013	CCC Spring 2013 #4 March 26, 2013
V. Nemie / J. Sims	April 4, 2013	CCC Spring 2013 #5 April 23, 2013
B. Flameno / L. Houske	May 2, 2013	CCC Spring 2013 #6 May 14, 2013
D. Juarez / S. Kushigemachi	May 16, 2013	CCC Spring 2013 #7 May 28, 2013

## **Division Curriculum Plans for Spring 2013**

The committee provided an overview of curriculum plans for spring 2013.

### Behavioral and Social Sciences / L. Houske

- Behavioral and Social Science division has completed all planned reviews for spring 2013. The division plans to offer a new AA-T degree in Anthropology.

### Business / D. Pahl

- Business division expects planned reviews to be completed between February and March 2013 and will also submit AS-T degree in Business Administration.

### Fine Arts / J. Davidson

- Fine Arts division plans to submit for review approximately 70 courses:  
Art – 25 courses; Music – 24 courses, Film – 4 courses; Dance – 6 courses;  
Communication Studies – 1 course; Photograph – 3 courses; Theatre – 6 courses

### Health Sciences and Athletics / M. Lipe

- Health Sciences and Athletics division has 4 sign language courses (SLAN 15, 16, 17A, and 18B) planned for review to replace lecture/lab combination courses with lecture only courses. Several Nursing courses are planned for review (Nursing 48, 251, 254, 255). There are 12 respiratory care courses and 2 new courses (Contemporary Health 5 and SLAN 250) scheduled for review, including 2 courses up for 6 Year Review. Q. Chapman indicated F. Arce wants to know were the Contemporary Health 5 course fits into articulation.

### Industry and Technology / V. Nemie

- Industry and Technology Division plans to propose 22 new courses.

### Mathematical Sciences / J. Sims

- The Math division is on schedule for course reviews planned for spring. The division will also update existing courses impacted by the creation of two new math courses. Q. Chapman reminded the committee of the course impact report in CurricUNET to help determine course conditions that may impact other courses, degrees and certificates.

### Natural Sciences / B. Carey

- Natural Sciences division plans to offer a little above average new courses, at least 4 biology courses and 2 more physics courses.

### Compton Center

E. French-Preston informed the committee that she reports CCC information to Senate and academic divisions.

M. Lipe raised concern about the lecture hours and course units assigned to Construction Technology cabinet making courses. Q. Chapman responded that F. Arce recently approved the increase in lecture hours and course units. The courses, degrees and certificates will be updated accordingly.



Chair Simon thanked the committee for attending the last CCC meeting for the semester and for all of its tremendous effort, commitment, and hard work.

### **CURRICULUM ADVISOR REPORT**

Q. Chapman presented the revised curriculum review timeline for spring 2013, which had been emailed to the committee. The revised timeline reflects the change in division goals for course reviews and may be downloaded from the CurricUNET homepage.

### **ADJOURNMENT**

Chair Simon called for a motion to adjourn the meeting. J. Sims moved, V. Nemie seconded, and the motion was carried. The meeting was adjourned at 3:25 p.m.

**EL CAMINO COLLEGE**

**COLLEGE CURRICULUM COMMITTEE**

**December 4, 2012**

**Approved Curriculum Changes for 2013-2014**

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**BEHAVIORAL AND SOCIAL SCIENCES**

**INACTIVE COURSE**

1. Child Development 105 – Parenting in Contemporary Society

**BUSINESS**

**NEW COURSE**

1. Computer Information Systems 136 – Building Mobile Apps  
Units: 3.0    Lecture: 2.0    Hours Lab: 3.0    Faculty Load: 28.33%  
Prerequisite: Computer Information Systems 133 with a minimum grade of C or equivalent experience  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

In this course, the student will design, develop, test, debug and launch mobile applications (apps) using open source web standards, or standards that are adaptable to various development frameworks such as Android, iOS, and Windows. Topics include design principles, application structure, graphics, user interfaces, animation, and data storage. Native frameworks or cross-platform mobile portability tools to bridge frameworks and access native features of the mobile device including geolocation, accelerometer, notifications, and services will be covered.

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

1. Business 40 – Career Orientation  
*Current Status/Proposed Changes*  
Recommended Preparation: eligibility for English 84 B

In this course the student will explore opportunities and requirements in ~~careers~~ a career of interest. The course provides instruction and practice in the job application process, including resumes and interviews. Behaviors and qualities necessary for continued career satisfaction and development are analyzed.

*Recommendation*

Recommended Preparation: eligibility for English B

In this course the student will explore opportunities and requirements in a career of interest. The course provides instruction and practice in the job application process, including resumes and interviews. Behaviors and qualities necessary for continued career satisfaction and development are analyzed.

## FINE ARTS

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

*Current Status/Proposed Changes*

1. Dance ~~52abed~~ 268 – Intermediate Latin Social Dance  
Prerequisite: ~~one semester of~~ Dance ~~51ab~~ 168 with a minimum grade of C

*Recommendation*

Dance 268 – Intermediate Latin Social Dance  
Prerequisite: Dance 168 with a minimum grade of C

## INDUSTRY AND TECHNOLOGY

### **COURSE REVIEW**

1. Architecture 150A – Architectural Drafting I

### **NEW COURSES**

1. Automotive Collision Repair/Painting 4A – Beginning Automotive Collision Repair I  
Units: 4.0      Lecture: 2.0      Hours Lab: 7.0      Faculty Load: 48.33%  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer

This course provides instruction in basic safety, tool identification and use, vehicle construction and parts nomenclature, small dent repair, plastics scratch and dent repair, mixing and application of primer, and estimating.

2. Automotive Collision Repair/Painting 4B – Beginning Automotive Collision Repair II

Units: 4.0      Lecture: 2.0      Hours Lab: 7.0      Faculty Load: 48.33%

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides instruction in automotive metal inert gas (MIG) and squeeze-type resistance spot (STRSW) welding and safety, automotive metals, metal finishing, large dent repair, corrosion protection, and vehicle disassembly and reassembly.

3. Automotive Collision Repair/Painting 5A – Beginning Automotive Painting I

Units: 4.0      Lecture: 2.0      Hours Lab: 7.0      Faculty Load: 48.33%

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides instruction in personal safety, environmental laws, introduction to surface preparation, mixing ratios, spray booth use, spray gun adjustment, use and cleaning, priming and painting vehicle parts and panels, and color sanding and buffing.

4. Automotive Collision Repair/Painting 5B – Beginning Automotive Painting II

Units: 4.0      Lecture: 2.0      Hours Lab: 7.0      Faculty Load: 48.33%

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides instruction in vehicle disassembly for refinishing, surface preparation of unpainted surfaces, specialty undercoats and corrosion protection, plastics refinishing, and painting parts and complete cars.

## **INACTIVE COURSE**

1. Automotive Technology 80 – California Basic Area Clean Air Car Course

## NATURAL SCIENCES

### COURSE REVIEW; CHANGE IN RECOMMENDED PREPARATION

1. Geology 2 – Cultural Geography

*Current Status/Proposed Changes*

Recommended Preparation: Geology 1 and eligibility for English 84 1A

*Recommendation*

Recommended Preparation: Geology 1 and eligibility for English 1A



El Camino College / Compton Center

# Into The Future

## Technology for Student Success

# SAVE THE DATE!

## Technology Conference & Vendor Fair

Friday, March 22, 2013 — 9:00 am - 2:00 pm  
East Dining Area, Bookstore Building (ECC Campus)

## BOARD POLICY 4260

## Prerequisites and Co-Requisites

The President/Superintendent is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5 and in mutual agreement with the Academic Senate. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process by which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites and advisories shall be identified in District publications available to students.

Reference: Title 5 Sections 55000 and 55003

This Board Policy and its related Administrative Procedure replace Board Policy 4260.1.

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09

Revisions: Educational Policies Committee 10/9/12

College Curriculum Committee 10/25/12

## **ADMINISTRATIVE PROCEDURE 4260: Prerequisites and Co-Requisites**

~~The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories and limitations do not constitute unjustifiable obstacles to student success and access. Therefore, the Education Code, Title 5 and the El Camino College District ~~has sought~~ seek to foster the appropriate balance between ~~these two concerns~~ student success and access.~~

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the



- prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

B. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5, Section ~~55003(m)~~55201(f), 55003(p and q)
2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

~~3.-C.~~ Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- ~~1.~~ A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- ~~2.~~ B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5 and within the limits set forth in Title 5 section 55003. Certain limitations on enrollment must be established in the same manner.
- ~~3.~~ C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a)1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:

- (1) a) Approve the course; and,
- (2) b) As a separate action, approve any prerequisite or co-requisite, only if:
  - (a) i) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
    - (i) 1. involvement of faculty with appropriate expertise;
    - (ii) 2. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
    - (iii) 3. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
    - (iv) 4. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
    - (v) 5. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
    - (vi) 6. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
    - (vii) 7. maintain documentation that the above steps were taken.
  - (b) ii) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (5) e) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

- (~~6~~)f) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b)2. A course which should have a prerequisite or co-requisite as provided in (~~5~~)e) or (~~6~~)f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
- (~~4~~)a) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
  - (~~2~~)b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.
- e)3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. ~~Program Review~~ Periodic Review of Requisites and Advisories. As a regular part of the ~~program~~ course review process ~~or at least every six years~~, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. The regular course review process occurs on a six-year cycle, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. Instructor's Formal Agreement to Teach the Course as Described. The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the

prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

#### **1. Prerequisites and Co-requisites**

A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills by Content Review.

Department faculty will work with Institutional Research, key administrators and the College Curriculum Committee to identify and prioritize which courses may need communication or computational prerequisites. The process will be

documented using the form provided by the curriculum committee and attached to the course review proposal in CurricUNET that establishes the prerequisite. Once prerequisite courses are established, the affected departments will assure the prerequisite courses are reasonably available and will not unnecessarily impede student progress. College curriculum committee members will be trained on Title 5 regulations regarding the establishment of prerequisites. As part of Program Review, departments will study the impact of prerequisites on student success, giving special attention to disproportionate impact on historically underrepresented groups. ~~if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:~~

- ~~a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
- ~~b) Research is conducted as provided above.~~

~~—The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.~~

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and

safety of others; and

- b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- b) Data are gathered according to sound research practices in at least one of the following areas:
  - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
  - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
  - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
  - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite,



then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:

- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
- (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

**2. Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

**3. Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall

be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.


### **Blocks of Courses or Sections.**

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reference:

**Title 5, Sections 55000 et seq.**





## Technology Survey Student Results

El Camino College  
Fall 2012

a joint project of  
the Academic Technology Committee and  
Institutional Research & Planning

1

### Why survey students about technology?

1. Plan for technology needs
2. Inform educational practice
3. Inform delivery of College services
4. Provide a foundation for Spring 2013 faculty technology survey

2

### Survey details

- Random sample of Fall 2012 students stratified by day, evening, and online sections
- In-Class Technology Survey (Versions A, B, C)
- Smartphone Survey (Online) linked from the in-class survey or through online classes
- Response counts:

Survey	Count	Resp. Rate	Margin of Error
A	352	60%	±5.2%
B	275	47%	±5.9%
C	330	57%	±5.4%
Online	338	24%	±5.0%

3

### What we wanted to know

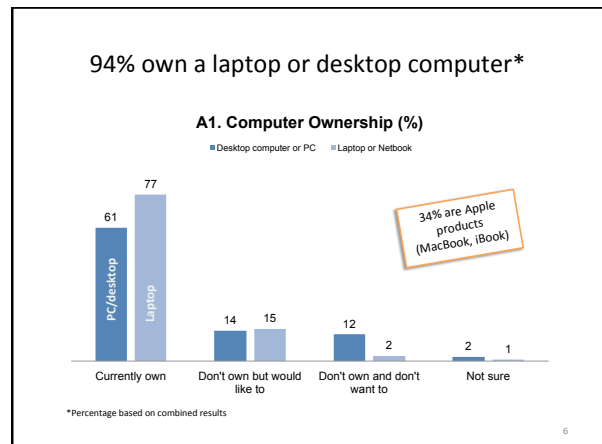
1. What is the magnitude of the digital divide?
2. Which tools do students already use?
3. How do students like to communicate?
4. How do students use technology on campus?
5. How comfortable & knowledgeable are students with technology?
6. What do students think about technology at ECC?

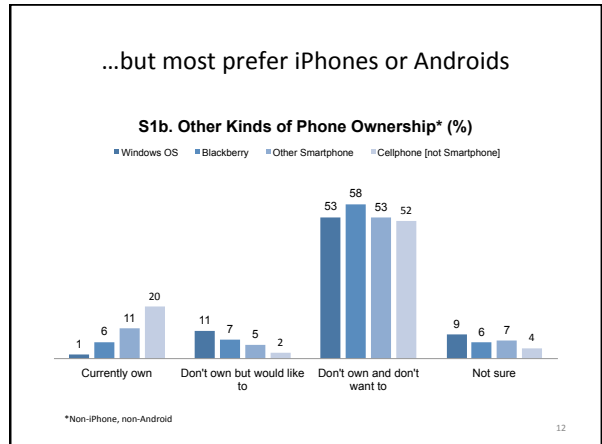
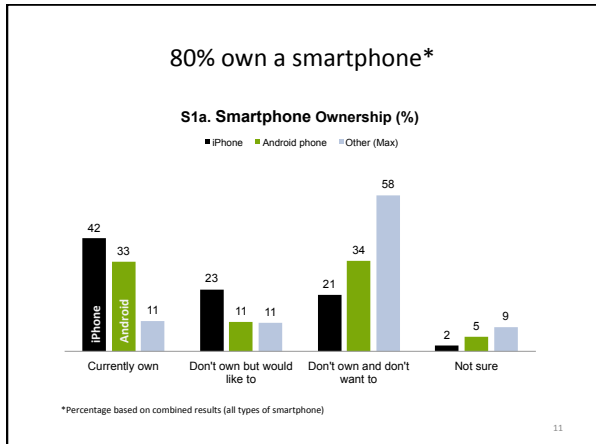
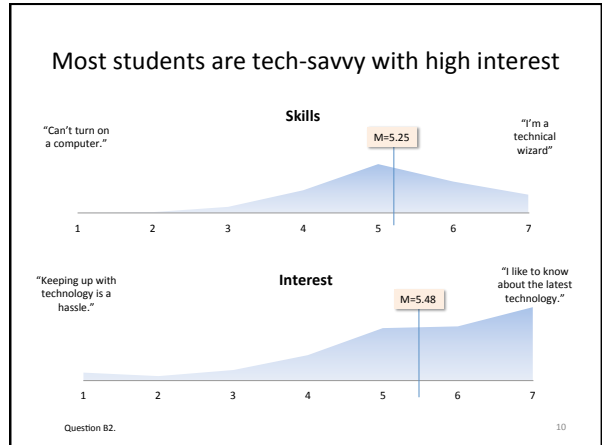
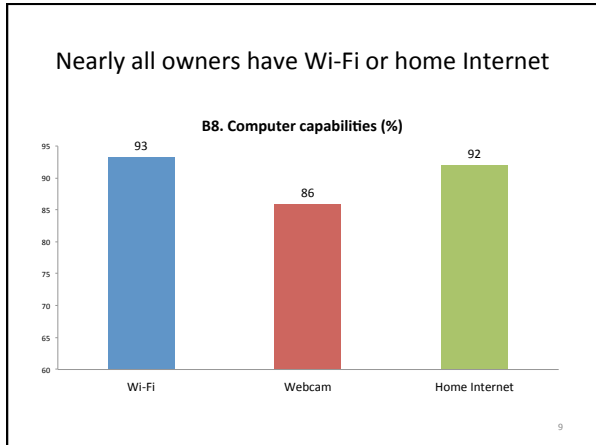
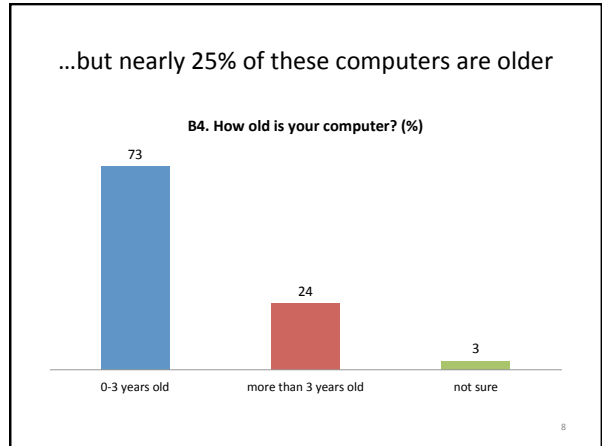
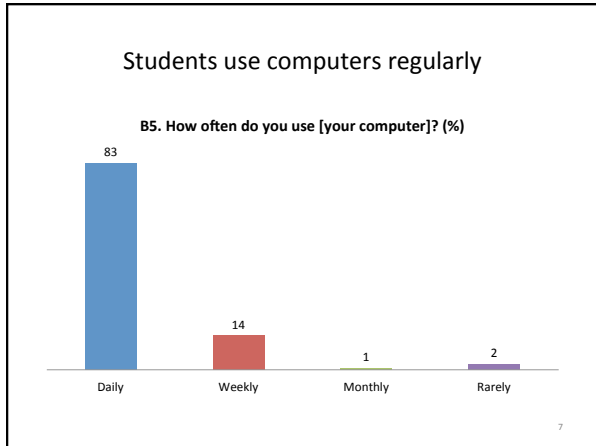
4

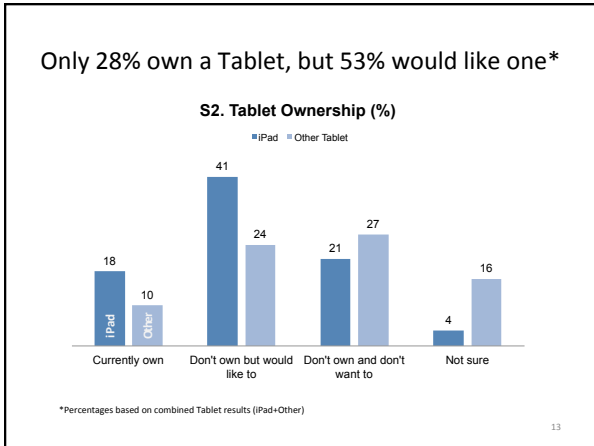
El Camino College wanted to know...

## WHAT IS THE MAGNITUDE OF THE DIGITAL DIVIDE AT ECC?

5

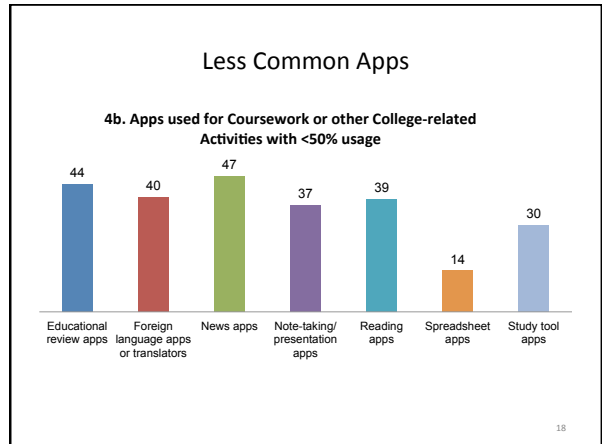
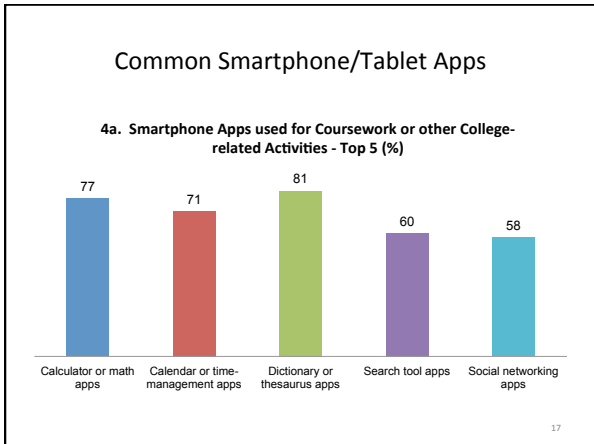
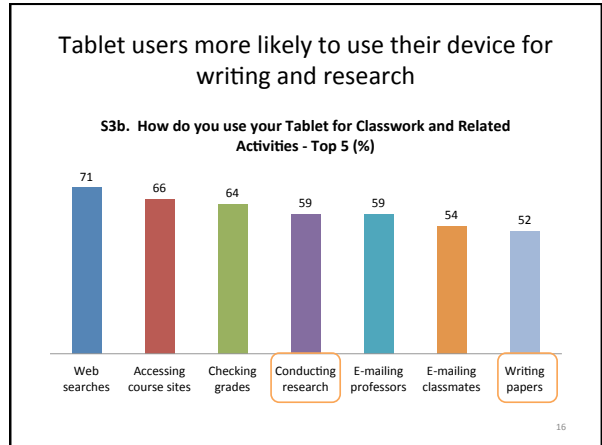
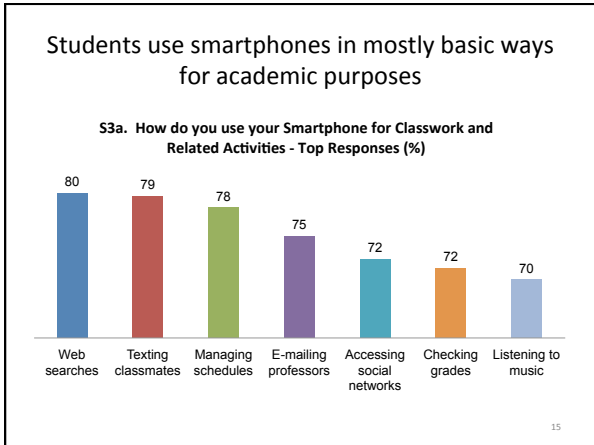


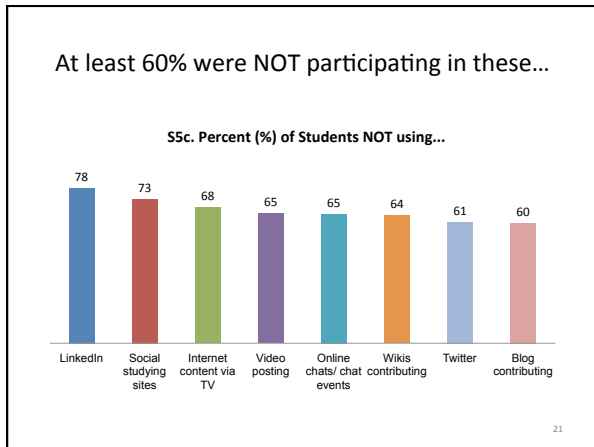
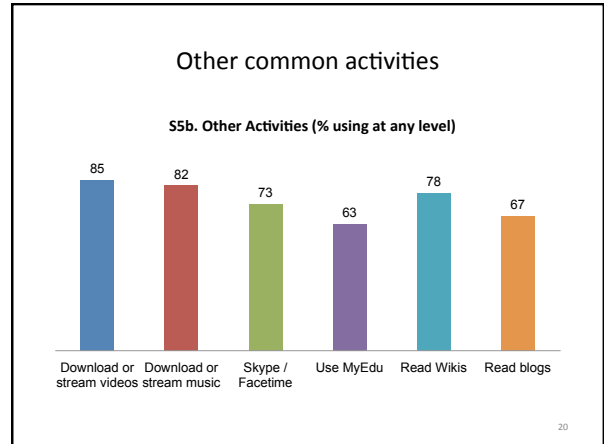
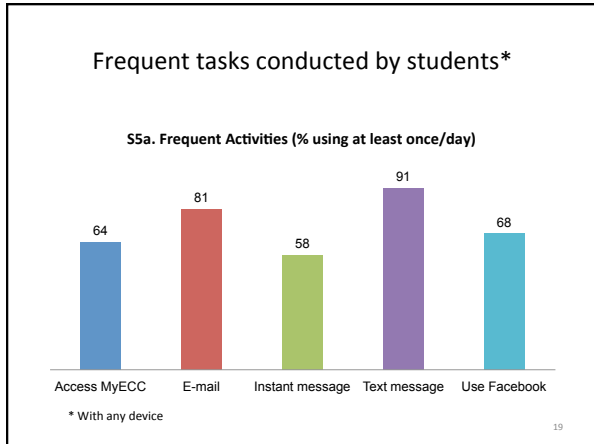




El Camino College wanted to know...

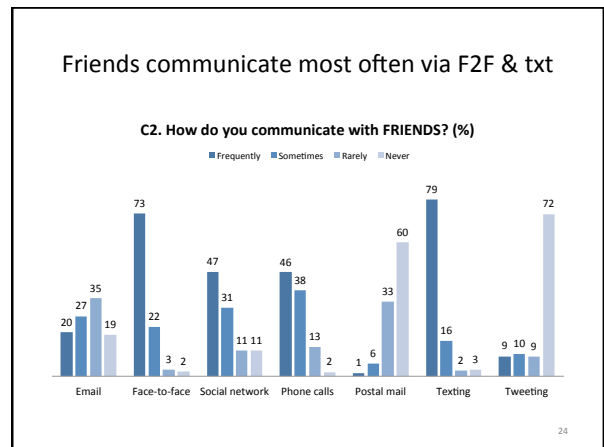
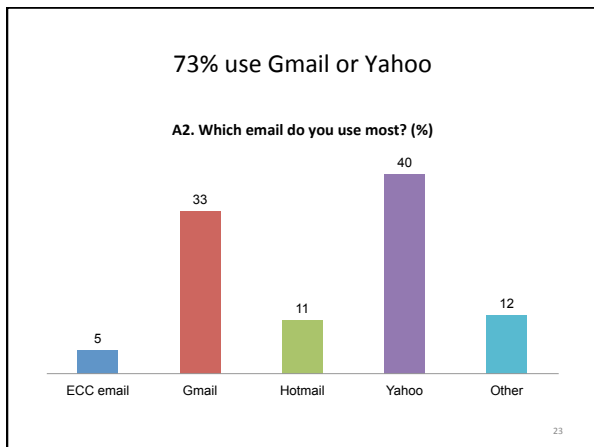
**WHICH TOOLS/SITES DO STUDENTS ALREADY USE?**

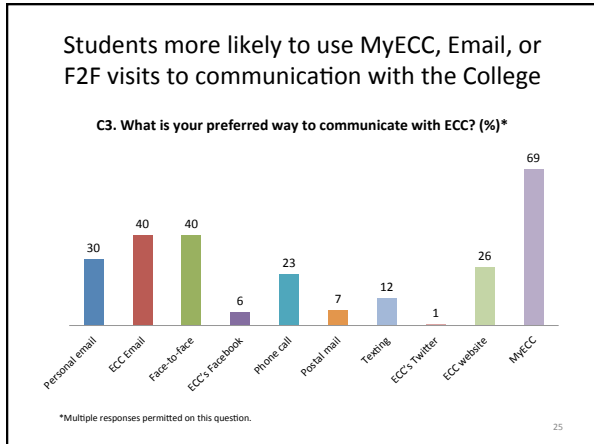




El Camino College wanted to know...

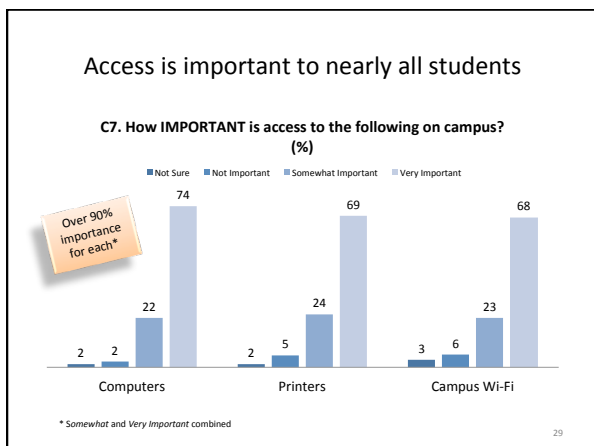
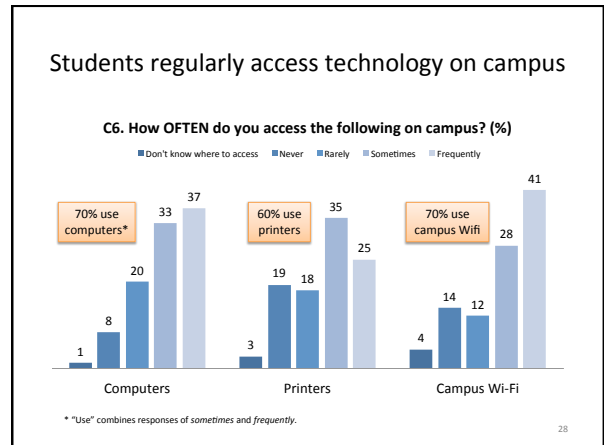
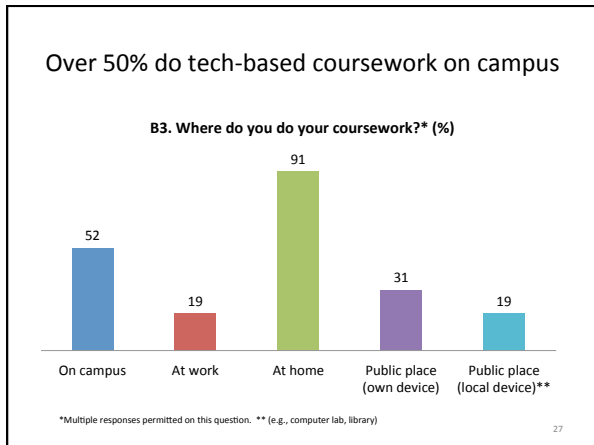
## HOW DO STUDENTS LIKE TO COMMUNICATE?





El Camino College wanted to know...

## HOW DO STUDENTS USE TECHNOLOGY ON CAMPUS?

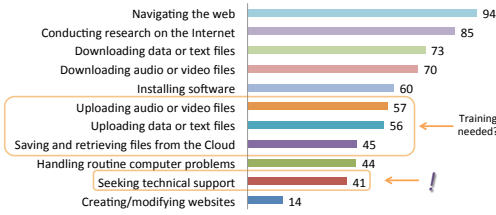


El Camino College wanted to know...

## HOW COMFORTABLE ARE STUDENTS WITH TECHNOLOGY?

Most students are comfortable with handling web basics (but not with asking for help!)

B9. Which of the following do you feel comfortable doing on your own? (%)

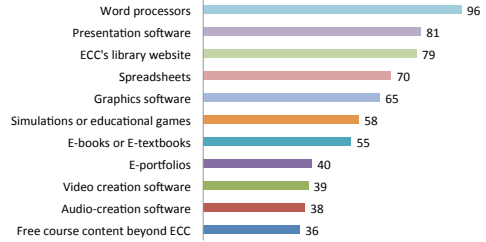


\* Multiple responses permitted on this item

31

Most students use office software & library website

A3. How often do you use ...?\*

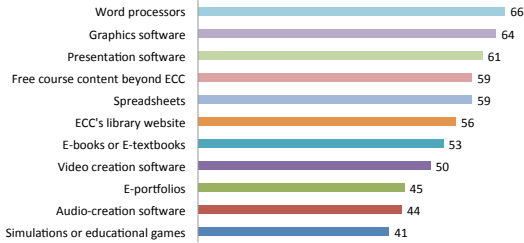


\* Multiple responses permitted on this item

32

...and these showed the highest interest for skill development.

A4. How likely would you seek instruction for...?\*

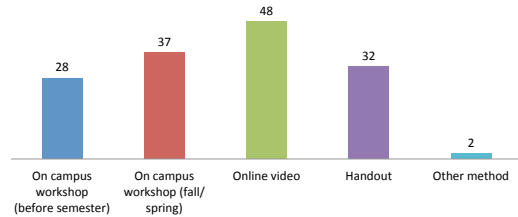


\* Multiple responses permitted on this item

33

Desired mode of skill development varied

A5. Method of instructional delivery desired (for tech skill development)\*



\* Multiple responses permitted on this question.

34

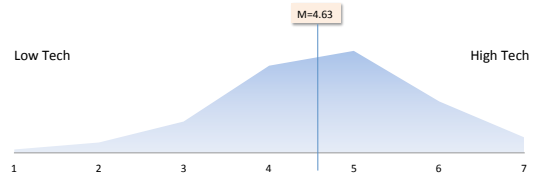
El Camino College wanted to know...

WHAT DO STUDENTS THINK OF CAMPUS TECHNOLOGY?

35

ECC is somewhat more high tech than low tech

A8. How does El Camino College rate on the following scale?



36

### MyECC – Best Things

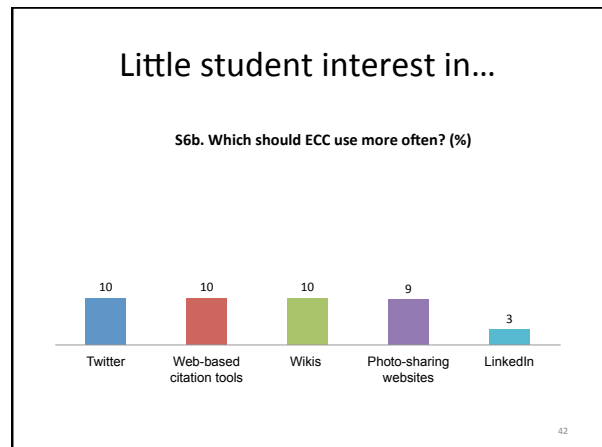
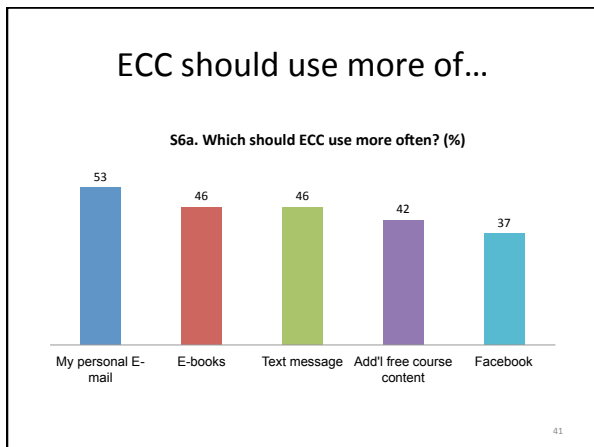
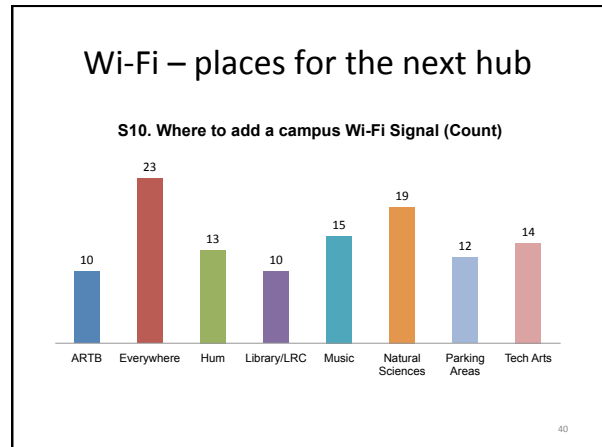
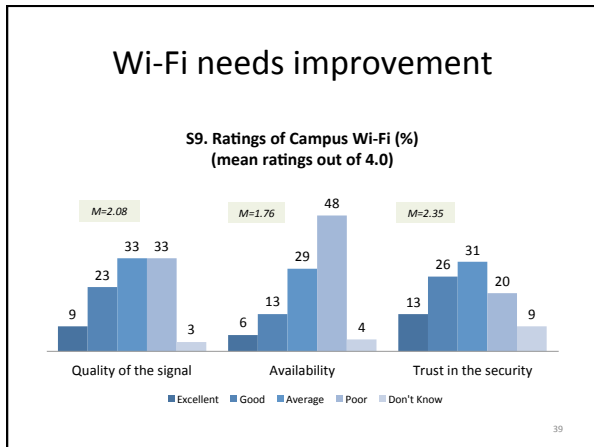
1. Convenience of Online Services (31%)
  - Registration, Payments, Grades, Reminders
2. Easy to Navigate/Use/Access (22%)
3. Information and Resources (12%)
4. Team Sites and Communicating with Faculty (12%)

37

### MyECC – Worst Things

1. Downtimes (25%)
2. Slowness/loading times (22%)
3. Unappealing interface (10%)
4. Some parts cumbersome or confusing (7%)

38



### How ECC can use tech better

1. Put lectures online (lecture capture, notes posted before class)
2. Text or email notifications (canceled class, deadlines, events)
3. Allow students to use their devices in class
4. Post (in-term) grade detail online
5. More resources online as an extension of lectures/textbook

\* Smartphone Survey, Q7

43

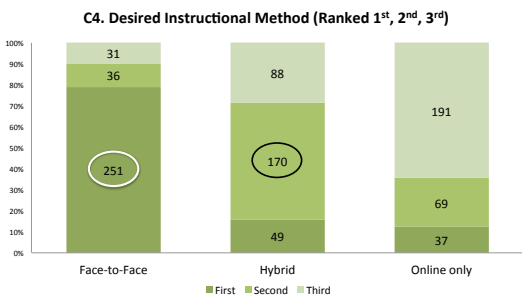
### How ECC can use tech better

6. Use video & other tech to convey concepts
7. Post homework & allow online submission of assignments
8. Use PowerPoint for lectures
9. Use Facebook and/or twitter
10. Chat or Skype during office hours or with other students

\* Smartphone Survey, Q7

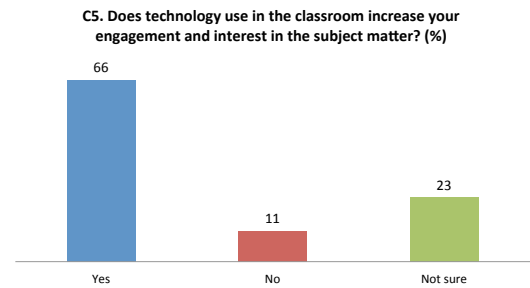
44

### 55% like hybrid classes (but they rank 2<sup>nd</sup> to F2F)



45

### Two-thirds think tech adds to engagement



46

El Camino College Student Technology Survey

### CONCLUSION

47

### Major Findings

1. The digital divide is narrow at ECC, but training in basics may be needed.
2. Most students have Smartphones but use them in limited ways for college work.
3. Students text their friends, but use MyECC or email for the College.
4. Face-to-face classes are preferred but more technology integration in the classroom is desired.
5. Greater portal capacity & Wi-Fi access desired (in classrooms, study/social areas, & parking lots)

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