



Academic Senate of El Camino College 2016-17

March 9, 2017

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton Center	Paul Flor	Curriculum Chair	Allison Carr
VP Educational Policies	Chris Gold	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Dustin Black (BSS)	16/17
Karl Striepe (BSS)	16/17

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19

Mathematical Sciences

Megan Granich*	16/17
Matthew Mata	17/18
Jasmine Ng*	16/17
Benjamin Mitchell	16/17
Catherine Schult-Roman	18/19

Behavioral & Social Sciences

Stacey Allen	16/17
Kristie Daniel-DiGregorio	17/18
Chris Gold	16/17
Renee Galbavy	17/18
Michael Wynne*	17/18

Health Sciences & Athletics/Nursing

Andy Al Villar*	16/17
Traci Granger	16/17
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Natural Sciences

Mohamad Abbani	16/17
Sara Di Fiori*	18/19
Troy Moore	18/19
Ryan Turner	16/17
Anne Valle	18/19

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Nic McGrue	16/17
Josh Troesh	18/19

Humanities

Rose Ann Cerofeci	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
Adrienne Sharp	18/19

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Elise Geraghty

Ex-officio positions

Chris Jeffries ECCFT

Nina Velasquez ECCFT

Institutional Research

Irene Graff

Carolyn Pineda

Counseling

Anna Brochet	18/19
Yamonte Cooper	17/18
Rene Lozano*	16/17

Industry & Technology

Ross Durand	18/19
Mark Fields	18/19
Lee MacPherson*	18/19
Jack Selph	18/19
Charlene Brewer-Smith	16/17

Library Learning Resources

Mary McMillan	18/19
Noreth Men	18/19
Claudia Striepe*	18/19

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.

*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator"). 1 of 43

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays [*unless otherwise noted], 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2016: September 6 & 20, October 4 & 18, November 1 & 15, December 6.

SPRING 2017: February 21, March 9* & 21, April 4 & 18, May 2, 16, & 30 (tentative).

CEC ACADEMIC SENATE MEETINGS:

Thursdays following ECC Senate meetings [*unless otherwise noted], 1-2 p.m., Compton Center Board Room.

FALL 2016: September 8 & 22, October 6 & 22, November 3 & 17, December 1* & 15*.

SPRING 2017: February 2 & 16, March 7* & 16, April 6 & 20, May 4.

SENATE COMMITTEES:

Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/28, 2:30-4, Admin 131.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.

College Curriculum. Chair: Allison Carr. 2nd & 4th Tuesdays, 2:30-4:30, Admin 131.

Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2, Social Sciences 123.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Board Room.

Calendar. Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Admin 131.

College Technology Committee. Chair: Art Leible. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Council of Deans. Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thursdays, 8:30-10, Admin 131.

Distance Education Advisory Committee (DEAC). TBA.

Enrollment Management. Chairs: J. Shankweiler & J. Nishime. Senate reps: Sara Di Fiori & Chris Jeffries, 4th Thurs., 1-2, LIB 202.

Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.

Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh and vacant, 1st & 3rd Thurs, 1-2, Library 202.

Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.

Student Success Advisory. Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2nd Thurs., 1-2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2016-2017 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and begin revising Faculty Handbook,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Provide an orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Execute Senate Office relocation while maintaining a strong physical presence on campus,
- Establish initiatives to recognize faculty who achieve tenure.

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement,
- Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CEC	Compton Educational Center (El Camino College Compton Center)
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.



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March 9, 2017

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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>.

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3760, 16007 Crenshaw Blvd., Torrance, CA 90506.

ACADEMIC SENATE ATTENDANCE
2.21.17

Adjunct (1 year)

Dustin Black EXC
Karl Streipe XX

Behavioral & Social Sciences

Stacey Allen XX
Kristie Daniel-DiGregorio XX
Renee Galbavy XX
Christina Gold XX
Michael Wynne EXC

Business

Kurt Hull XX
Phillip Lau XX
Nic McGrue XX
Josh Troesh XX

Counseling

Anna Brochet XX
Yamonte Cooper XX
Rene Lozano XX

Fine Arts

Ali Ahmadpour
Daniel Berney XX
Diana Crossman
Russell McMillin XX
Chris Wells

Health Sciences & Athletics

Andrew Alvillar XX
Traci Granger XX
Yuko Kawasaki
Colleen McFaul XX
Russell Serr XX

Humanities

Rose Ann Cerofeci XX
Ashley Gallagher XX
Pete Marcoux XX
Christina Nagao XX
Adrienne Sharp XX

Industry & Technology

Ross Durand
Mark Fields XX
Lee MacPherson XX
Jack Selph XX
Ed Matykiewicz
Charlene Brewer-Smith XX

Library Learning Resources

Mary McMillan XX
Noreth Men XX
Claudia Striepe XX

Mathematical Sciences

Megan Granich
Matthew Mata XX
Ben Mitchell XX
Jasmine Ng XX
Catherine Schult-Roman XX

Natural Sciences

Mohamad Abbani XX
Sara Di Fiori XX
Troy Moore XX
Ryan Turner XX
Anne Valle XX

President/Superintendent

Dena Maloney

Academic Affairs & SCA

Linda Clowers
Jeanie Nishime XX
Jean Shankweiler XX

Assoc. Students Org.

Patrick McDermott XX

Compton Education Center

Paul Flor EXC
Chris Halligan EXC

Ex-Officio Positions

Chris Jeffries (ECCFT)

Curriculum Chair

Allison Carr XX

Deans' Reps.; Guests/Other Officers:

Carolyn Pineda XX

Irene Graff XX

ACADEMIC SENATE MINUTES

February 21, 2017

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

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the first Academic Senate meeting of the spring 2017 semester to order on Tuesday, February 21, 2017 at 12:31pm. It is our 70th birthday..... Happy Birthday El Camino!

B. APPROVAL OF MINUTES

See pgs. 6-13 of packet for minutes from the December 6, 2016 meeting. There was unanimous approval of minutes. Alison Carr motioned, C. Striepe seconded.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 14-17)

KDD noted that a few individuals will be arriving late today, so we will catch up with them later. We have a couple of introductions for today: Dr. Rene Galbavy (Psychology/BSS), is taking over for Lance, she has very BIG shoes to fill. One of her first steps as senator has been to volunteer for the Distance Education Advisory Committee. Charlene Brewer-Smith (Cosmetology/I&T), served as an alternate last semester, but with the retirement of Patty Gebert, she has transitioned to senator.

Back during fall semester, the senate had a brainstorming session where senators requested more opportunities to interact with their fellow senators. Today senators were invited to participate in a “Think-Square-Share” activity which gave them a chance to meet and exchange ideas with other senators. Ideas were gathered with the goal of finding useful ways to continue the exchange of ideas, possibly with a campus-wide newsletter. Senators were asked to think/share strategies they use to support students to help with their success and retention. Here are a few of the ideas that were brought up: Use nametags, it is more personalized; bake them brownies and cookies to sooth them after exams; try to learn everyone’s name; use a lot of examples; give one small assignment due every day in class so they have something to focus on; give individualized feedback, active listening; take a proactive approach to students; have a personal interview with each student to see what they want to get out of class; nurture the students who are scared to ask questions; send a daily email to let students know what was done in class; invite EOP&S, student services to class, incorporate those into assignments.

Mark your calendars, the next Senate meeting is Thursday, March 9th. The meeting was moved to a Thursday so our Compton colleagues could schedule their Faculty Council meeting during the senate’s typical meeting time slot on Tuesday. This is to coincide with the accreditation team visit.

In an effort to support the senate’s goal #2 (strengthen faculty involvement in the activities of the Academic Senate), deans and directors have agreed to include the Academic Senate as a standing agenda item at division and department meetings. Senators were asked to support these efforts by providing updates on senate business and activities and by inviting faculty input and involvement. Minutes from two of the college’s collegial consultation committees were included in the packet: College Council and PBC. For all official meeting agendas and minutes, please go to the ECC website. As a senator you should review the packet before the meeting. Hard copies are provided so you can share with your division. Please help us with the flow of information and share with your colleagues what is going on.

Institutional Effectiveness Outcomes: There has been a recent drop in the number of students earning certificates. Please encourage students to consider certificates. They should see their counselor to make an informed choice and prevent any issues with financial aid. We want them to leave with all the degrees and certificates they have earned.

Thank you Faculty Search Committee Representatives! John Baranski (Library), Sue Dowden (HDEV), Renee Galbavy (History), Janet Young (Poli Sci). There will be a number of faculty searches this semester and all require representation, so please consider serving.

ASCCC Events/Upcoming Events

ECC hosted an Executive Board meeting February 2. We would like to thank Jean Shankweiler for sponsoring lunch and attending. Chris Gold for helping welcome the team. Donna Baldwin (Library), Sal Valencia (Media Services), Mimi (Catering), Araceli Palacio Broadhead (VPAA), Sheryl Kimball (ITS), Maria Cortez (BSS), and Debbie Turano (Facilities).

Additional ASCCC events include the following: Minimum Qualifications Workshop South, March 10; Spring Plenary: April 20-22 (See KDD if you are interested in attending); Instructional Design and Innovation, March 17-18; CTE Leadership Institute, May 5-6; Legislative Advocacy Day, May 9; Faculty Leadership Institute, June 15-17; Curriculum Institute, July 12-15. For more information on upcoming events, go to www.asccc.org. Apply through your division office for funding from the District-Wide Conference Committee.

Speaking of ASCCC, Professor Julie Land received an Exemplary Program Award (Honorable Mention) for the ECC Educational Development Department. Thank you again to Traci Granger and Stacey Allen for being on our selection committee. Thank you to everyone who submitted nominations. We are proud of Ed Dev for being selected! Professor Land has been invited to present at the Instructional Design and Innovation Institute offered by the ASCCC March 17-18.

b. VP – Compton Education Center – Paul Flor

Paul has his hands full now with activities at the Compton Center with Accreditation. He was unable to provide a report.

c. Chair – Curriculum – Allison Carr

We had a brief number of courses that were approved at our last meeting. Everyone is invited to meetings; they are held on the 2nd and 4th Tuesdays each month from 2:30-4:30 in Admin 131. Please check out the website for more information.

Consent Agenda Approvals

- AJ 100 Intro to Administration of Justice
- AJ 103 Concepts of Criminal Law I
- NURS 48 Dosage Calculations
- NURS 118 Respite Care for Children and Adolescents
- More information, including College Curriculum Committee minutes, can be found on the ECC website:
- <http://www.elcamino.edu/academics/cc/>.

d. VP – Educational Policies –Chris Gold (pg. 16)

Our first meeting is next week. Our to-do list has grown significantly. The college is working on board policies and procedures. Here is a list of what we will be working on in the near future. We are also working on expanding our membership. We would like to recruit someone from each division to help with our workload and expand the opportunities for faculty to offer input. We are looking at AP tests. We are also looking at minimum qualifications.

- 3710 BP/AP Securing of Copyright and Intellectual Property (new)
- 4020 BP/AP Program, Curriculum & Course Development
- 4022 AP Course Approval (new)
- 4102 AP Career and Technical Training (new)
- 4103 AP Work Experience (new)
- 4115 BP Limitation of Remedial Coursework
- 4222 AP Remedial Coursework (new)
- 4226 BP Multiple and Overlapping Enrollment (new)
- 4227 BP Repeatable Courses (new)
- 4230 BP/AP Grading and Academic Record Symbols (AP new)
- 4236 BP/AP Credit by Exam (AP new)
- 4250 BP/AP Probation Dismissal and Readmission
- 4300 BP/AP Field Trips and Excursion

- 5010 BP/AP Admissions
- 5011 AP Concurrent Enrollment
- 5031 AP Instructional Materials Fees (new)

Ed Policies Committee meets the 2nd and 4th Tuesday – SOCS 123 1-1:50 pm

The Ed Policies Committee will be busy this semester, supporting the college's efforts to update existing policies/procedures and develop new ones that are legally required. Like CCC, EPC meetings are **also** open to all and the committee needs additional representatives. Contact Chris Gold if you are interested.

The committee may also consider inserting policies related to recording classroom activities, given the recent concerns that have emerged in local colleges. It was noted that Ed Code prohibits recording without instructor permission and suggested that faculty consider including a statement on their syllabi.

e. VP – Faculty Development – Stacey Allen (pgs. 16-17)

We are looking to recruit also; we meet on the 2nd and 4th Tuesdays, 1-2 pm in the library basement. Thank you Dr. Shankweiler and Dr. Maloney for the support for the first, annual tenure reception. We had the tenure reception on Spring Professional Development Day. Our new series is called, “Informed and Inspired” which grew out of the brainstorming session we had in the fall. Our first meeting is Thursday March 2 and entitled “RISE and Shine,” bringing us services that are available to our students. We will do this each month, on the 1st and 3rd Thursdays in the library basement.

KDD noted that page 2 of the packet has most of the info about committees and where they meet.

f. VP – Finance – Josh Troesh (pgs. 18-23)

Professor Troesh has agreed to step into Lance Widman's large shoes and is our newest VP. Prop 98 is being reduced which means a potential loss of \$750 million for ECC. The CMP was discussed at PBC and emphasizes a future vision with practical steps for achieving that vision. The Foundation is in need of readers for scholarships. KDD noted that, at Pete Marcoux's request, the Foundation will provide writers feedback on the outcomes of their students' applications.

The senate needs an alternate for the PBC – please see Josh if you are interested. This is an important role, supporting our collegial consultation process and providing faculty representation.

g. VP – Academic Technology – Pete Marcoux

The college tech meeting is today after this meeting. The wifi installation has begun. The Academic Technology Conference is set for March 31, 9:00 – 2. Pete went to a Google Conference during the break and spoke with some great vendors; he invited some to “our” tech conference. He was able to test-drive many new “gadgets”. One of the vendors makes incredible displays (72” touchscreens), which would replace ours. They are phenomenal! We are still in the planning stages, invites will be out soon.

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr (pgs. 24-28)

The Program Review committee is looking for 2 members.

In 2016 - Critical Thinking ILO was completed: 1,422 students from 41 sections participated in the assessment, disaggregated data analysis found weakness in analyzing and drawing conclusions. Evidence of gap for African-American students and students with indicated disability. Gaps for African-American students is being addressed by many of the student Equity initiatives currently in process.

2017 – This year, we will assess the Community and Personal Development ILO. This will have a lot of information for Student Services. Linda Clowers and I attended the academic senate SLO Symposium. The hot topic is disaggregating SLO and PLO assessments. We are going to pilot an English program this semester.

Fall assessments are due March 3. Orientation for new faculty is March 16. Emails will be coming out soon.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

In addition to working on the mid-term report, I am watching enrollment. We are supporting enrollment management. The goal for winter was to offer 200 sections, we offered 224. Our goal was 800 FTES, 827 enrolled. Winter was wonderful, thank you very much! Despite this program, the college will likely go into stabilization at the end of this year to allow us to reset since we can no longer borrow from summer enrollments to make our cap. The question will be, did the strong winter enrollments affect spring enrollments? An informal survey of the senate showed that faculty do read the enrollment reports posted to the listserv. We seem to be on track so far. We are doing quite well.

Student Equity Program finished their expenditure report on time. AP's are the big push for the semester. I want to say thank you to Russell for Program Review...the quality has gone up.

Dr. Jeanie Nishime - VP of Student and Community Advancement

This copy of the Accreditation Midterm Report is going to the board tonight for more information. The senate has been consulted and feedback offered to Dr. Nishime. If you have any additional feedback, please send to Dr. Nishime by March 10th. The report is due March 15th. Basically, the midterm report format has changed. We no longer have to respond to recommendations to meet the standards. We completed a follow-up report on October 15th. We had 11 additional recommendations for institutional improvement. We had to respond to all of those. We also had to do a self-evaluation report for 2014. The brand new part is the annual report. We had to analyze 3 years of data. We only had 2 years of data that we have incorporated into our report. Graduation, degree completions and job placement, licensure rates; some of this data is hard to come by. We need to address that this spring, and how we feel we should be doing. Unfortunately, we were not successful with the California College Promise Grant; there were 14 districts that were awarded. We were in the not funded eligible group. We are moving on and our plan is to grow to 500 students by fall 2018. Right now we are at 60, by fall 2017, 90. It gives us what we need to do for the program.

<http://www.elcamino.edu/student-services/fye/South%20Bay%20Promise%20Page.asp>

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS (Pgs. 29-30)

Senate Goals

KDD noted that we will review Senate Goals for 2016-2017. Members of the executive board provided an overview of progress toward the senate's goals for the year, which are summarized in the following slides and appear in the senate packet. Thank you to all who have participated, contributed and led these efforts! Our unofficial theme for the year is "an effective and engaged senate." Our goals reflect a commitment to ECC Strategic Initiative C: Collaboration.

Goal 1: Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510). Progress includes:

Representation: Hiring, collegial consultation, and campus committees. Alternate for PBC needed for spring 2017.

Planning: Senate consulted on ECC EMP, CMP, TMP and Compton Center Self-Study and CMP.

Officers: New Secretary, VP Faculty Development, VP Finance & Special Projects, election of Curriculum Chair. Additional elections upcoming in spring 2017.

Senators: Census indicated need for +1 LLR senator, -1 BUS senator. Nine new senators in fall, 2 in spring.

Faculty Handbook: Models reviewed and input sought from Ed Policies Committee, Faculty Development, Academic Senate, Council of Deans, new faculty, and administrative assistants. C. Gold liaising with relevant offices; anticipated completion F17.

Collaboration with AFT: presentation at 10.4.16 meeting, C. Gold and Ed Policies updating Appendix G, presidents collaborate.

Goal 2: Strengthen faculty involvement in the activities of the Academic Senate. Progress includes:

Orientation: Senate Handbook updated, orientation @ 1st meeting, “ECC Acronyms” included in packets.

Communication with all faculty: Packet front matter streamlined, packets and meeting notes distributed to all faculty and posted on Senate website. ECC faculty encouraged to participate in statewide awards and events (e.g., Exemplary Program and Hayward Awards, ASCCC institutes). Expanded faculty learning opportunities offered through new initiatives (e.g., “Fitness & Fun” workshop series, “Dreamers 101” forum). Faculty reps recruited for new campus initiatives (e.g., Process Improvement, Dreamers Task Force). Initiatives underway to involve faculty earlier in process of developing ed policies (e.g., establishing dean/faculty working teams). Brainstorming session implemented & input incorporated into packet (e.g., “ECC Acronyms”), meetings (e.g., dean introductions, campus safety, Canvas), workshops (e.g., new “Informed & Inspired” workshop series), and campus-wide events (e.g., Spring PD Day). Senators provided leadership for EMP, OEI, FACCC, and regional meetings of ASCCC. Senators provided leadership for “Dreamers” event & visit by ASCCC executive board. ECC deans to include AS on agenda for all division-wide, dept. meetings; senators asked to convey updates

Senate Office relocation: Completed and communicated. In progress: signage and reminders to campus.

Tenure recognition: With ECC President and VPAA, Senate initiated annual tenure reception at 2017 Spring PD Day. 14 honorees received a gift, provided by Academic Senate and VPAA.

Goal 3: Support the college’s institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Enrollment management: FDC collaborating with VPAA on interventions to support success and retention, ECC VPs providing ongoing updates on EMP efforts, additional presentations scheduled for spring semester.

Support Compton Center’s accreditation: Senate reviewed self-study and CMP & endorsed unanimously. March Senate meeting rescheduled, Senate president to attend Faculty Council, Faculty Council president on ECC eboard, handbook shared as model.

Awareness and involvement in initiatives related to student success, equity, enrollment, retention and completion:

Statewide initiatives incorporated into new Informed & Inspired workshop series (e.g., The RISE Center). Regular updates from Student Success Advisory Committee. Collaboration with Dreamers Task Force is ongoing. Spring 2017 meetings: Discussion of statewide initiatives and their implementation (Multiple Measures Assessment Program, Strong Workforce Project, etc.)

Please let KDD know if you see anything we have overlooked in our progress and goals to date.

Comprehensive Master Plan (Irene Graff, Pgs. 31-41)

Welcome back everyone; I just want to give you a quick overview of the CMP. This is the first reading of the CMP, which is composed of four detailed plans, (EMP, Facilities plan, Staffing plan, and Technology plan). The faculty team built this from previous planning. The staffing plan was finalized in December, we are looking at the staffing plan today. A consultant worked on it during the fall and that is why it is coming to the senate now. The staffing plan was based on a consultants’ report, a link to which is provided in the packet. Some of the considerations are: current staffing, review of staffing, aging workforce, turnover and retention, EEP, further analysis. Today at the Board meeting is the first reading. Next steps includes a “phase 2” - taking integrated planning back to the program level. This section summarizes program review and puts it into a summary. It will bring us all together and it will include forecasting. We will be developing an implementation plan. We want to accomplish certain things in the next 1-5 years. March 4th meeting is final approval. That will affect planning immediately. April 21 is planning summit, faculty are invited. If you have further questions, direct them to Irene.

G. INFORMATION ITEMS –DISCUSSION

Dreamers Task Force Update

KDD: Pages 42-43 has a copy of the Resolution from the Board of Governors, it echoes what we have received from the Chancellors office. It provides support for our students on their immigration status and includes the following:

- All CCCs “open, safe and welcoming to **all students who meet minimum requirements...regardless of immigration status...financial aid remains available** to certain undocumented students.”
- Administration **urged to continue DACA** in which students brought to the US by parents have “reprieve from deportation.”
- CCCO will **release no student info related to immigration status** without warrant, subpoena, court order or student permission.
- CCCO will **not cooperate with efforts to create registry** based on characteristics such as religion, national origin, race, or sexual orientation;
- Encourage districts to ensure students can receive **education regardless of immigration status**.
- Encourage districts to consider CCC values when from government agencies **request assistance enforcing immigration law or student information**,
- Vigorously **advocate at every level of government** to protect our students and our system’s values.

Senator Rene Lozano, who is providing leadership for efforts to support undocumented students, gave an update on progress by the Dreamers Task Force (chaired by Dean Dipte Patel). He noted that, currently, 66% as many students have applied for Dream Act funding compared to last year. (See <http://www.latimes.com/local/education/la-me-dream-act-applications-trump-20170222-story.html> for more information.)

- AB540 Task force was created by President Maloney to streamline all programs and services that can better serve our undocumented population. We met at the end of Fall 2016 semester.
- The AB540 webpage was added to the main ECC page to increase visibility to all new and continuing students (originally housed on the FYE webpage.) Additionally, other programs have added links to this page as well such as EOPS, financial aid, transfer center, etc.
- Financial Aid has increased the number **Dream Act** application workshops offered to students and flyers were distributed at flex but more information is available online at the financial aid webpage and ECC campus calendar of events.
- FYE and Transfer Center faculty and staff hosted a Saturday Dream Act application on Saturday, January 28th.
- The “FAQ” pdf was approved a couple of weeks ago and is now available for download for our undocumented student population online at the ECC AB540 page.
- Our next “student event” is happening next Tuesday, Feb 28th from 5-7pm in the Alondra Room
- Three grad interns from USC, LMU, and CSUDH have begun working on the undocumented resource handbook for ECC students. There are many resource handbooks out there but we want something that is more local to our neighborhood as well as national resources.

Professor Rachel Williams (Humanities) and Chris Dela Cruz (Student Development), are working on a “Student Empowerment” and a dialogue series. The idea is to help students feel empowered in 2017. Our 3 main goals are: Engaging dialogue, civic engagement, making sure students have resources. First meeting is this Thursday, February 25th from 5-7pm; open to the whole campus. We are going to have meetings once a month for the rest of the semester, some meetings are just for students. We would like to continue this for future semesters. Give us any ideas you may have for future meetings. Facilitators are needed for some of these meetings/events. If you are interested and willing to serve, please email rawilliams@elcamino.edu

H. FUTURE AGENDA ITEMS

Ed Policies: BP/AP 4230 Grading and Academic Symbols
 Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
 Enrollment Management Plan, including Dual Enrollment Initiatives
 Strong Workforce Program

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:58 pm
 TG/ECC Spring 17

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE MINUTES

Tuesday, February 28, 2017 -- 1:00-1:50 SOCS 123

Spring Meetings from 1-1:50 pm in SOCS 123: Tues Feb.28; Tues Mar 14; Tues Mar 28; Tues April 25; Tues May 9; Tues May 23 (tentative)

Members:

Chair: Christina Gold (BSS)

BSS: Karl Striepe

Business:

Counseling: Lori Suekawa

Deans Rep: Linda Ternes (Math)

Federation: Chris Jeffries (& Counseling)

Fine Arts:

HSA:

Humanities:

IT: Mark Fields

LLR: Gary Medina

Math:

Natural Sciences: Darcie Descalzo

CEC:

In Attendance: C. Gold, K. Striepe, L. Suekawa; M. Fields; G. Medina; D. Descalzo; K. Daniel DiGregorio (guest); John Baranski (guest)

I) Expanding Membership and the To Do List

- Across the campus, we are working to create BP/APs we don't have that are legally required. In Academic Affairs, we will need almost ten new BP/APs so that we have all the legally required ones. In addition, there are currently about five other BP/APs under revision. To accommodate all this work, Dean's have been assigned to each and we are expanding our committee membership to include one member from each Division who will sit on our committee and work with their Dean on the assigned BP/APs. Today we welcome Darcie Descalzo from Natural Sciences and Gary Medina from LLR. Chris will give them (and any other new members) an orientation before our next meeting.

II) Advanced Placement

- Lori Suekawa described her concern that students who earn a 3 or higher on the Environmental Science AP Exam earn GE area credit, but there is no equivalent course that can be used to apply it to the major requirements for the ECC associate degree. Lori worked with Joe Holliday and Natural Science faculty who identified Geology 1 and Geography 1 as having exams that are comparable to the Environmental Science AP Exam. The discipline faculty propose that those courses be used as the equivalent course for the major requirements for the ECC Associate Degree. The change will need to go into the catalog so that students can begin using the exam for major requirements.
- We reviewed Title 5 section 55052, which stipulates that "faculty in the appropriate discipline" make determinations about the use of AP exams.
- The EPC voted to support the discipline faculty determination that our course catalog should be updated to list Geology 1 and Geography 1 as course equivalents that can be used to fulfill major requirements for an ECC Associate Degree. We ask that the change be made in time for the publication of the 2017/18 catalog. The motion was made by Lori Suekawa and seconded by Mark Fields. It was approved unanimously.
- The EPC discussed the 15 unit limitation on AP credits that may be applied to the associate degree. On one hand, the limitation seems low and we want to give students credit where credit is due. On the other hand, we want to ensure that students are earning an ECC degree mostly by taking college classes on our campus.

- Title 5 section 55052 states that AP credit will be granted “in accordance with policies and procedures approved by the curriculum committee.”
- The EPC is forwarding this to the College Curriculum Committee (CCC), asking them to consider whether to raise the 15 unit limit on AP credit applied to ECC associate degrees. Also, we ask that the CCC consider whether they would like to codify any changes in an administrative procedure. If so, it likely belongs in AP 4235 Credit by Examination in the second bullet on the first page, which describes AP tests. Chris G. will forward this to the CCC.

III) Recording Faculty in the Classroom

- There have been conversations via email and in our Academic Senate about student recording of faculty. These conversations were in light of recent events at Orange Coast college, which drew media attention when a student recorded and posted a video of an Instructor criticizing Donald Trump. A suggestion was made in the Feb. 21 Academic Senate meeting that the EPC review our related BP/APs and bring back information to the Senate.
- The EPC reviewed ECC’s AP 5500 Standards of Student Conduct; the CCLC template for AP 5500; and the related Education Code section 78907.
- Ed Code 78907 makes a powerful statement that any person in a class may not record an Instructor without consent (except when meeting accommodations for students with disabilities) and anyone who willfully violates this is “guilty of a misdemeanor.”
- The CCLC template, however, adopts language that does not clearly echo the prohibition on recording. The statement in the template highlights that any recordings in class or class notes cannot be distributed or used for commercial purpose. Our ECC policy uses the language of the CCLC template and lacks a clear prohibition on any recording without Instructor consent.
- The EPC unanimously voted to ask the Senate to provide direction about whether or not we should revise AP5500 to add a firmer statement prohibiting student recording of faculty. That statement should make clear that recording is permitted when providing accommodations for a disability.
- We should keep in mind that if we decide to “open the procedure” for revision, it may trigger unexpected conversations and changes – for instance, while we are revising, we may want to consider updating the statement about smoking to directly reflect our relatively recent ban on smoking on campus. We also discussed whether the statement about the drugs, alcohol, and smoking would have to be updated in light of the legalization of marijuana. We decided that the statement forbidding “intoxicants of any kind” would cover it.
- Another idea mentioned in the Senate and the EPC is to recommend a syllabus statement. Chris G. will bring a syllabus statement(s) to the Senate for consideration and will ask for direction on whether or not to revise AP5500.

IV) BP/AP 4235 Credit by Exam

- This is a revised policy and new procedure. In the revisions, the procedure was removed from the policy and moved to the new procedure. The new procedure summarizes our current processes that are laid out in BP 4235, the course catalog, and the Admissions and Records website. Some changes have been made to ensure we are compliant with Title 5.

This originated with Stephanie Rodriguez, was reviewed by EPC in fall, was reviewed by the Deans in Dec., and has come back to us.

- The Deans approved all the changes coming out of EPC.
- Lori brought forth a question by a colleague about why a student must have completed 12 units at ECC to receive credit for credit by exam. The committee discussed the concern and decided to recommend a change in the 12 units because there is a caveat already in place that allows students in high school who are taking articulated courses (like welding) to go ahead and take the exam even if they haven't completed 12 units at ECC. The credits would apply once they finished the 12 units at ECC. Also, this has been approved by the Deans as is. Referring back to our conversation about AP credit, we want to make sure that students are mostly taking college courses at ECC to earn their ECC degree or certificate.
- This will be brought to the next Senate meeting for a first reading.

EPC Packet for February 26, 2017

1. Agenda
2. To Do List
3. Advanced Placement – Catalogue, pp. 50-55.
4. Recording Faculty - AP 5500 Student Conduct (ECC)
5. Recording Faculty - AP 5500 Student Conduct (CCLC)
6. Recording Faculty - Education Code section 78907
7. Credit by Exam – BP 4235 (ECC draft)
8. Credit by Exam – AP 4235 (ECC draft)
9. Credit by Exam on the Admission and Records website
10. Credit by Exam in the College Catalog
11. Credit by Exam – BP 4235 (CCLC)
12. Credit by Exam – AP 4235 (CCLC)
13. Title 5 section 55050

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 16, 2017

MEMBERS PRESENT

- | | |
|---|---|
| <input checked="" type="checkbox"/> William Garcia– Student & Comm Adv. | <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) |
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Jackie Sims -Management/Supervisors |
| <input type="checkbox"/> Araceli Rodriguez – ASO, Student Rep. | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> David Mussaw – ECCE | <input checked="" type="checkbox"/> Josh Troesh - Academic Senate |

Other Attendees: Members: A. Sala,
Support: I. Graff, J. Higdon, J. Nishime, J. Shankweiler
Guest: W. Warren

The meeting was called to order at 1:04 p.m.

Approval of the January 19, 2017 Minutes

1. Page 3, #5, correct name to: **C. Shenefield**.
2. Page 3, #2, second sentence, correct: **change** to: **chance**.
3. Page 1, #2, correct third word in the first sentence to: **outlay**.
4. The minutes were approved with the noted corrections. The minutes will be posted to the website.

Compton Accreditation Update – J. Nishime

1. The Compton Center will be having a comprehensive evaluation of their accreditation the week of March 6. The accreditation team will be ensuring they are meeting all of the accreditation standards. It was noted that sometime in early July, a notification should be released informing us they have been granted candidacy (either for two or four years). The best case senior would be two years during which Compton would write another self-evaluation and another team would visit again in two years to do another evaluation to then determine if they should be an accredited institution. In support of their candidacy, it has been determined that Compton’s elected board can have their authority restored. It was noted for the last 11 years; Compton has been under the authority of a special trustee.
2. A special trustee will continue to be assigned to Compton through the full accreditation process, with the authority to rescind decisions. The special trustee is in place due to Compton having a loan from the State. The State wants to ensure their money is being spent appropriately. Currently the interview process is taking place to fill the position of special trustee.

College Night Preview – W. Garcia

1. The office of Outreach and School Relations will be hosting a Spring College Night on Wednesday, April 26 from 5:30 – 8:30 p.m. This is a follow-up to the college night which was held last November. The target audience for this event will be high school sophomores and juniors. They will learn of the educational opportunities and support services that El Camino College has to offer. Participation was encouraged as the program gives the campus and opportunity to showcase their programs.

2. The majority of the activities will take place in the area above the bookstore, the North Gym, and the Student Services Center.
3. Another event noted was Space Day (Saturday, March 11) which will be taking place next month. It was reported this event has become so popular that enrollment for the event had to be shut down on the first few days. Over 2,000 have registered for this popular event. The registration link has been taken down because of the overwhelmingly, positive response.

South Bay Promise – A. Sala/W. Garcia (handout)

1. El Camino College launched the South Bay Promise in 2014 with two school districts within the El Camino Community College District: Inglewood Unified School District and Centinela Valley Union High School District. The program began with 30 students from each district to come to El Camino and during the first year of enrollment, El Camino would pay for their enrollment fees and textbooks for participation in the First-Year Experience Program. The program has currently grown from 12 to 60 students in the program.
2. In the fall of 2017, the program will expand to include Torrance Unified School District. El Camino will be redefining and expanding the program in the fall of 2018 to all public high schools and continuation schools in the college district.
3. Currently this program is very affordable as the students are on BOGG fee waivers. Next year it is anticipated the program will have 90 students and they will not all be BOGG which means there will be more money needed for financing. The anticipated cost for next year is projected at \$81,600. In 2018/19 it is anticipated there would be approximately 500 students with at least half of them not having any BOGG fee waivers. This creates a higher price tag which will require more fundraising hopefully with some corporate partners and the community. The goal is to fund annual expenses and to create an endowment.

Comprehensive Master Plan – I. Graff (handout)

1. The final draft of the Comprehensive Master Plan was presented to the committee for general review. It was noted the PBC will still be in charge of evaluating the plan but now it will be a little more structured. The web link to the plan was reviewed to assist in showing how to navigate the various areas of the plan. Once the plan is approved by the Board, it will be good for the next five years.
2. R. Natividad will send out the link to the committee after the meeting so they can take a more detailed review of the plan.
3. It was noted Cabinet would like to proceed with a phase two of educational master planning that drills down into the program level.

Fiscal Health Risk Analysis – J. Higdon (handout)

1. The Fiscal Health Risk Analysis was presented and reviewed by the committee. The report was very positive and noted the risk analysis at this time for El Camino is scored between 0-5 which is low. VP Higdon provided a step by step review of the multiple page document covering 19 key fiscal indicators. The district currently finds itself fiscal health is acceptable in all 19 key fiscal indicator areas. Members were encouraged to review and submit questions to VP Higdon for any clarification.

Budget Book Page 31/32 – R. Natividad (handouts)

1. The revisions of the criteria were presented with suggested changes from the last meeting for the committee to again review. A discussion item was noted on ensuing student and community access to courses and convenience in completing their educational goals. After discussion the committee was positive to having the wording of “student and community access to courses in completing their educational goals.” Another suggestion made as a further refinement of the statement: “Balance the need for fiscal stability with the educational goals of students.” The committee agreed on this statement.

Adjournment – R. Natividad

1. The meeting adjourned at 2:02 p.m. The next meeting will be held on **March 2, 2017** in Library 202.
RKN/lmo

DRAFT

El Camino College

Comprehensive Master Plan 2017

Staffing Plan Summary

The Staffing Plan provides an overview of the current levels and categories of staffing, a review of staffing considerations, and training and professional development opportunities, to ensure the College meets its mission and prepares for the future. The Staffing Plan culminates with a list of observations and recommended planning agendas. As of Fall 2015, the District workforce consists of the following:

- 909 faculty, 338 employed full-time and 571 part-time/adjunct
- 430 classified employees, which include all non-academic and non-supervisory employees, classified supervisors, and classified managers/administrators
- 14 Confidential staff
- 783 student, temporary non-classified, and casual employees who provide additional classroom, office, lab, and other assistance on an “as-needed” basis to meet fluctuating demand or special projects
- 23 educational administrators

The Staffing Plan concludes with a number of Planning Agendas, which include:

- Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.
- The College should continue to develop orientation and training programs to prepare classified employees in job-related procedures to ensure continuity of service during times of turnover and staff changes.
- The College should analyze the hiring of temporary non-classified employees to ensure that these positions reflect the temporary nature of the work to be accomplished.
- The College should consider adding questions to the exit interview process to discover why employees are leaving the District. This data should be evaluated and used in developing a retention plan for the District.
- Given the anticipated retirements of its educational administrators, the College should create a management training program to prepare mid-level managers for more senior level responsibilities.
- See pages 70-72 of the Staffing Plan Report for a full list of human resource planning recommendations.

Human Resources Staffing Plan 2017 - Final Report

http://www.elcamino.edu/administration/ir/docs/planning/ElCaminoCollege_Staffing_Plan.pdf

College Staffing Plan *(Version 2, reflecting Academic Senate input)*

The College Staffing Plan reflects the human resource needs of the college in achieving its mission and takes into consideration the Educational Master Plan and other master plans regarding the staffing needs of the College. In 2016, a detailed human resources staffing study was undertaken to serve as the foundation for human resources development planning over the next five years (see link to full plan above). This study included an analysis of staffing levels in various employee categories as compared to seven other districts. The study also examined the staff development program and organizational structure of the College. The College Staffing Plan chapter of the Comprehensive Master Plan includes data from the human resources staffing study, along with other information about the College's recruitment, selection and evaluation processes. The College Staffing Plan chapter concludes with issue statements and recommendations for the future.

Staffing Overview

Staffing Levels

As of Fall 2015, El Camino College employed 338 full-time and 571 part-time faculty members. This is an increase over Fall 2011 (321 full-time and 521 part-time faculty members).

The College employs 430 classified employees, which includes all non-academic and non-supervisory employees, classified supervisors, and classified managers/administrators. Over the past five years, the number of classified employees has decreased slightly from 445 (Fall 2011) to 430 (Fall 2015). As of Fall 2015, the College employed 23 educational administrators.

Under Government Code 3540.1, classified employees who develop materials which present management positions with respect to employer-employee relations or handle confidential information related to employer-employee relations, are deemed to be "confidential employees". As of Fall 2015, there were 14 positions classified as "confidential", which is an increase of 3 positions since Fall of 2011.

As of Fall 2015, there were 783 student, temporary non-classified and casual employees who provide additional classroom, office, lab and other assistance in such areas as the Center for the Arts, the Business Training Center and other areas on an "as-needed" basis to meet fluctuating demand or special projects.

The human resources staffing study conducted in 2016 noted the increase in the number of confidential employees and the legal definition of such positions under government code. It also noted the high number of temporary non-classified employees as compared to other districts in the comparison group of districts used in the study. Third, the study noted the greater number of classified positions as compared to the comparison districts. All of these areas merit further analysis in the future.

The study also examined the aging workforce and general turnover trend data at the College. This data is presented in the Human Resources Staffing Plan Final Report with

recommendations for actions to address these issues. It is worth noting that of the 805 permanent employees at the College, 42% are over the age of fifty, and nearly 25% are over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years. This topic is covered in greater detail later on in this chapter.

The College maintains a sufficient number of faculty to offer quality programs and services. The ratio of sections taught by full-time to part-time faculty for Fall 2015 was 61.91%/38.09%. This is the second-highest ratio among the comparison districts in the human resources staffing study. The College will continue to ensure that it meets its obligation as detailed in AB1725 for the full-time faculty obligation (FON).

Employee Categories

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. An agreement between the faculty collective bargaining unit and the District permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees or sworn police officers. Staff members are considered permanent employees after completing a 12-month probationary period.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/ supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist if the grant is no longer funded.

Student and short-term temporary (“Temporary Classified and Casual”) employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill

500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.00, in which case they may work

up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary Classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of Casual employee is

used to fill “professional expert” or unique positions that do not fit within the classified service structure of positions.

Special Services Professionals job category was created to allow the College to hire temporary managers to handle daily operational or supervisory tasks involved in grant management and other unique or special projects primarily through the Community Advancement Division’s Business Training Center. Contracted instructors and trainers teach credit and not-for-credit subject matter at business and industry sites as arranged by the Business Training Center, Community Education and Foster Care Education programs.

Employee Recruitment and Selection Processes

Faculty Prioritization Process

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the College and should be filled. The process includes a proposal justifying justification of the position’s impact on the program, strength of the program, and the ability to meet student needs. The evaluation also includes programmatic data regarding the ratio of full-time to part-time faculty, full-time equivalent (FTE) load, availability of part-time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Proposals are reviewed by a committee co-chaired by the VP AA and the AS President. The committee reviews the proposals and Upon the completion of the evaluation process each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division’s needs. The votes are tallied and ranked in order of the most votes received and then a recommendation is forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

Administrative and Support Positions

As part of their program reviews, programs have identified staffing needs and this information is incorporated into TracDat. Requests are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position to Cabinet for approval.

Staffing Comparisons

The 2016 human resources staffing study compared staffing levels by employment group with seven “comparison districts” broadly accepted by the governing board and staff. The comparison districts are Cerritos CCD, Glendale CCD, Long Beach CCD, Mt. San Antonio CCD, Pasadena Area CCD, Rio Hondo CCD, and Santa Monica CCD. Many of the comparison districts used in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. Therefore, the study uses an adjustment factor to compare districts, with El Camino College as the baseline.

The comparison districts are listed below. The table includes the size of the district based on the total 2015-16 full-time equivalent student (FTES) population.

Figure A: Comparison Districts based on Total 2015-16 FTES

	Annual 2015-2016	Annual 2015-2016	Annual 2015-2016
	Credit FTES	Non-Credit FTES	Total FTES
Mt. San Antonio CCD	25,900.46	6,253.64	32,154.11
Santa Monica CCD	25,377.08	727.38	26,104.47
Pasadena CCD	24,152.11	1,268.34	25,420.45
Long Beach CCD	19,730.97	425.58	20,156.55
Cerritos CCD	17,734.61	737.63	18,472.24
El Camino CCD	18,168.36	3.44	18,171.79
Glendale CCD	12,624.34	2,217.90	14,842.24
Rio Hondo CCD	12,494.59	256.91	12,751.50

Table 1, Comparison Districts based on Total 2015-16 FTES

Using the adjustment factor, the study concluded:

- The current number of educational administrators at El Camino CCD is at an adequate level as compared to the number of educational administrators at the comparison districts when adjusted for size.
- The current number of tenured/tenured track faculty at El Camino CCD is high in comparison to the districts used in the staffing study when adjusted for size – however, this reflects the work in progressing toward the statewide goal of 75/25 full-time/part-time faculty ratio, and reflects consideration of the Faculty Obligation Number (FON) at El Camino College.
- The current number of part-time faculty at El Camino CCD is near the mid-point in comparison to the districts used in the staffing study, when adjusted for size.
- The current number of classified staff at El Camino CCD is high in comparison to the other districts in the study, when adjusted for size. These numbers have decreased slightly over the past five years.
- The number of classified confidential employees at El Camino CCD is one of the largest among the comparison districts, when adjusted for size.

As noted above, many of the comparison districts used in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. The table below compares staffing levels with the districts *most similar* in size to El Camino CCD. The following table provides a more definitive comparison of staffing levels with like-sized districts:

Figure B: Staffing Level of Comparison Districts of Similar Size based on Total 2015-16 FTES

District	2015/16 FTES	Educational Administrators	Tenure/ Tenure Track Faculty	Academic/ Temporary Faculty	Classified Staff *	Confidential Staff
El Camino CCD	18,171.79	23	338	571	430	14
Cerritos CCD	18,472.24	24	269	576	331	7
Long Beach CCD	20,156.55	25	328	682	526	17

*includes Classified Managers and Administrators

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

Recruitment Process

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President’s Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees’ hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Minimum qualifications and equivalency procedures for faculty members are established through mutual agreement between the Academic Senate and the Board of Trustees as needed. Local minimum qualifications for faculty are revised to incorporate changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

Selection Process

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The District uses an online application process for all recruitments. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty

union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/ division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Typically, hiring of faculty occurs in the spring term and the demand for selection committee members, EEO representatives is at a peak during the months of February through May.

Employee Evaluation Processes

Evaluation procedures exist for employee groups. Collective bargaining agreements specify evaluation procedures for faculty, classified service employees, and police officers.

The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

Academic Evaluations

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation consists of self, student, and peer evaluations followed by a conference with the evaluator. The College evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

An overall unsatisfactory evaluation of a tenured faculty member is followed up with an evaluation team including the area vice president who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative if requested by the dean or the person being evaluated. The team may observe the faculty member as many times as is necessary, conducts student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the President that the faculty member be suspended or dismissed.

Administrator and Supervisor Evaluations

Administrators and supervisors are evaluated once a year for the first two years, and no less than once every three years thereafter.

The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff surveys. In 2016, the College implemented a new online survey tool called DecisionWise to support the 360 feedback survey process. All dean, director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the President provides the secondary review. The President evaluates the vice presidents and the College’s Board of Trustees evaluates the President.

Classified Staff Evaluations

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee’s performance. The next step is to pass the evaluation on to a reviewing administrator and then to a Human Resources representative for additional levels of review.

Staffing Issues – Anticipated Retirements

The 2016 staffing study indicates that the College needs to continue to anticipate the future turnover of staff. The impact of retirements and the aging workforce was analyzed for each employee group. As noted earlier, 42% of the 805 permanent employees at the College are over the age of fifty and nearly 25% of the College’s workforce is over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years.

Of the twenty-three administrators, nearly half (48%) are over the age of 60 and may retire within the next five years. Twenty-two percent are at age 65 or older and may retire much sooner than that. Although all seven comparison districts can expect a large number of retirements among their educational administrators, the average age of educational administrators is *highest* at El Camino CCD.

Figure C: Age Distribution of Educational Administrators

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	0	2	1	5	3	1	6	5	23	55.2
Mt. San Antonio	1	2	8	2	7	9	10	1	40	52.7
Santa Monica CCD	2	4	8	6	8	5	9	6	48	51.9
Glendale CCD	3	0	2	5	9	1	2	4	26	51.7
Pasadena Area CCD	1	4	4	3	3	8	6	2	31	51.5
Rio Hondo CCD	0	2	2	3	3	7	1	1	19	51.3
Cerritos CCD	0	2	6	3	2	6	5	0	24	51.2
Long Beach CCD	2	3	3	3	8	3	1	2	25	48.9

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The following table demonstrates that of the thirty (30) classified administrators, 20% are age 60 or older and may retire within the next five years. As with the educational administrator group, El Camino CCD has the *highest* average age among the comparison districts.

Figure D: Age Distribution of Classified Administrators

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	1	2	1	6	5	9	5	1	30	52.4
Glendale CCD	1	0	6	5	5	8	4	2	31	51.9
Rio Hondo CCD	2	0	3	3	3	1	2	2	16	50.5
Cerritos CCD	0	3	3	4	5	5	4	0	24	50.3
Santa Monica CCD	0	3	2	0	4	1	1	1	12	49
Mt. San Antonio	0	3	2	0	4	1	1	1	12	49
Long Beach CCD	1	4	4	5	7	7	1	0	29	48.9
Pasadena Area CCD	3	4	11	5	4	11	3	1	42	48.4

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

Based on the ages of full-time faculty, the district can anticipate a large wave of upcoming retirements of its full-time faculty. Nearly one third (33.3%) of its full-time faculty may retire within the next five years. The table below shows that 30% of the full-time faculty are 60 or older and may retire within the next five years; 13% of them are age 65 or older and may retire sooner than five years. The average age of tenure and tenure-track faculty at El Camino is the *third-highest* among comparison districts.

Figure E: Age Distribution of Full-Time Faculty

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Santa Monica CCD	20	41	31	35	43	50	43	61	324	52.6
Glendale CCD	11	18	21	31	32	32	28	27	200	52
El Camino CCD	26	36	47	43	37	49	56	44	338	51.2
Pasadena Area CCD	23	41	45	49	56	52	43	35	344	50.7
Long Beach CCD	27	27	50	53	51	46	39	35	328	50.6
Rio Hondo CCD	16	22	24	28	30	24	27	19	190	50.4
Cerritos CCD	23	27	39	40	33	38	44	25	269	50.2
Mt. San Antonio	24	40	60	79	61	61	38	25	388	49.5

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The average age of classified support staff at El Camino CCD (47.6 years of age) is much *lower* than the average age of any other employee category. Even with that average age, 17% are 60 years or older and may retire within the next five years. The table below includes classified confidential staff and excludes classified managers/administrators.

Figure F: Age Distribution of Classified Staff

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Rio Hondo CCD	48	31	39	17	36	50	29	16	266	52.8
Glendale CCD	39	40	34	35	42	46	42	23	301	49.7
Pasadena Area CCD	50	37	40	41	53	38	38	20	317	48.9
El Camino CCD	45	57	38	62	60	80	43	29	414	47.6
Santa Monica CCD	96	52	40	58	58	62	54	32	452	47.3
Mt. San Antonio	98	92	72	100	85	81	39	23	590	46.4
Long Beach CCD	116	63	69	65	72	58	49	22	514	45.9
Cerritos CCD	56	45	38	41	44	44	32	14	314	45.2

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

For a full analysis of anticipated retirements, along with turnover data, please review the Human Resources Staffing Plan Report.

Staff Development

The 2016 human resources staffing study includes an analysis of the College’s training and development services offered by the Professional Development and Learning Department (PDL). Working with three constituent committees, the PDL plans and coordinates the delivery of 350-400 learning activities per year. The Faculty Development Committee of the Academic Senate, the Classified Personnel Development Committee, and the ECC/Compton Center Manager’s Forum each play an important role in identifying the training needs of their constituents, determining the best approach to addressing training needs, **co-coordinating events**, and evaluating the impact of training programs and interventions. **Policies related to faculty professional development activities are developed collegially with the Academic Senate.** While there is a fairly well-developed professional development program to meet faculty needs, in the future the College will need to respond to the needs of management and classified staff in similar fashion. In particular, the anticipated retirement data for faculty and administrators (both classified and educational administrators) should inform professional development planning in the future.

The College recently designed a new professional development program for all groups entitled ECC PRIDE. This is a leadership development program designed to prepare faculty, classified staff and administrators to help shape the future at El Camino College. The program is

supported through the Institutional Effectiveness Partnership Initiative (IEPI) of the state Chancellor's Office. It will launch in spring 2017.

The 2016 Human Resources Staffing Plan study includes a number of recommendations for the Professional Development and Learning Department.

EEO Planning

In June 2016, ECC adopted a new EEO plan to address workforce diversity. The Plan summarizes the structure in place (including Board Policies and Procedures, complaint processes, and the formation of an EEO advisory committee) at ECC to support equal employment opportunities. It also provides an overview of our current workforce and recent applicant pool by providing a comparison of monitored race and ethnic groups.

The plan also addresses six major areas in which ECC aims to address workforce diversity. The first area examines outreach and recruitment practices. The second area looks at current job descriptions, stated qualifications and job announcements. The third area discusses ECC's workforce demographics and the various factors and guidelines for measuring underrepresentation. The fourth area focuses on the training requirements for every person (including EEO representatives and committee chairs) who participates on a screening and interview committee. The fifth area focuses on implementing an effective climate survey to elicit useful workforce and related data. The sixth area focuses on the need for increased training and workshop opportunities in support of these EEO initiatives. See Comprehensive Master Plan webpage for the EEO Plan.

BP 4235 Credit by Examination

Reference:

Title 5 Section 55050

Note: *If the District grants credit by examination, the following policy applies:*

Credit may be earned by students who satisfactorily pass authorized examinations. The [CEO] shall establish administrative procedures to implement this policy.

Revised 2/08

AP 4235 Credit by Examination

Reference:

Title 5 Section 55050

Note: *This procedure is **optional** but it legally advised if the Board has approved a policy to allow credit by examination.*

Credit by Examination may be obtained by one of the following methods: (*Colleges must determine appropriate methods. The following are common.*)

- Achievement of a score of **[3 or higher]** on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.

Determination of Eligibility to Take the Examination:

- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Note: *Additional local procedures may be inserted, which **must** include:*

- The student's academic record clearly indicates that the credit was earned by examination.
- Limits on the number of units that may be applied to the Associate degree.
- Other limits on student and course eligibility for credit by examination.

Revised 2/08

REVISED POLICY

Board Policy 4235

Credit by Examination

The El Camino Community College District ~~is committed to allowing~~ allows students to receive credit by examination for a specific course by demonstrating mastery of the ~~subject matter and/or skills~~ course content, objectives, and outcomes ~~by exam~~.

Credit may be earned by students who satisfactorily pass authorized examinations in accordance with Title 5 section 55050. Procedures for granting credit by examination will be developed in collegial consultation with the Academic Senate.

~~Updated lists of courses eligible for credit by examination, as determined by appropriate faculty, shall be kept in the academic and counseling division offices as well as the records office. It shall be established that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course objectives for which credit is requested. Proficiency in subject matter or skills shall be assessed through examination, portfolio, or skills demonstration, and must be at the level expected of students who have successfully completed the course at El Camino College.~~

~~The eligibility and fee requirements along with the procedures and restrictions for obtaining credit by examination shall be on file in the Administrative Procedures Handbook. These are available in the College records office, counseling services, and all academic division offices. They are also published in the College Catalog and Schedule of Classes.~~

Reference: Title 5, Section ~~55753~~ 55050
Replaces Board Policy #6126

El Camino College Adopted: 9/8/03

2016/17 Revision Notes

Contact: Stephanie Rodriguez 9/16 draft
Ed Policies Committee: 11/22/16; 2/28/17
Deans Council: 11/23/16
Academic Senate: 3/9/17
College Council:

Commented [GF1]: Currently, the policies and procedures for credit by exam are spread out over three places – BP 4235 Credit by Exam, the college catalog, and an Admissions and Records webpage. Edits to BP 4235 take the procedure out of the policy. A new AP 4235 summarizes and updates the processes and ensures that they abide by Title 5. The biggest change is the granting of grades for credit by exam, instead of only credit/no credit. This is required by Title 5 and helps students when using credit by exam for transfer. These revisions began with a draft by Stephanie Rodriguez; were added to in EPC; and are coming back to EPC from the Deans.

NEW ADMINISTRATIVE PROCEDURE

Administrative Procedure 4235

Credit by Examination

The purpose of credit by examination is to allow a student to gain credit for a specific course by demonstrating mastery of the course content, objectives, and outcomes.

Faculty who normally teach the course, in consultation with the appropriate Dean, shall determine how courses are selected and courses eligible for credit by examination. Courses eligible for credit by examination shall be listed in the college catalog.

Credit by examination may be obtained by one of the following methods:

- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board. Faculty in the discipline will determine the tests and scores applicable for local degree credit. The tests and scores will be published in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.

Eligibility Requirements:

1. A student must have completed 12 semester units at El Camino College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at El Camino College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed.
2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required.
3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the dean and faculty who normally teach the course.

Commented [CG1]: Currently, the policies and procedures for credit by exam are spread out over three places – BP 4235 Credit by Exam, the college catalog, and an Admissions and Records webpage. Edits to BP 4235 take the procedure out of the policy. A new AP 4235 summarizes and updates the processes and ensures that they abide by Title 5. The biggest change is the granting of grades for credit by exam, instead of only credit/no credit. This is required by Title 5 and helps students when using credit by exam for transfer. These revisions began with a draft by Stephanie Rodriguez. The Ed Policies Committee made further changes and we are now reviewing changes by the Deans (see comments by Stephanie Rodriguez).

Commented [CG2]: Stephanie had a question about whether we should keep this. This allows students who are in high school and take an articulated course (such as welding) to take the exam before they have 12 units at ECC. Lori Suekawa recommends keeping it. SR: approved

Commented [CG3]: There was a question about whether students can take the exam a second time. This bullet says “no.” Lori recommends keeping it as is – a student should only take the exam one time. If a student fails or earns a low grade on the exam, they may then choose to take the course. SR: see added comments; approved

Commented [CG4]: “Appropriate faculty” was replaced throughout the AP with “faculty who normally teach the course” in order to use the specific language from Title 5. SR: approved

4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by the dean and faculty who normally teach the course.
5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.
6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the dean and faculty who normally teach the course.
7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field.

Commented [RS5]: Ed Policies – courses change each year, who will monitor changes?

Fee Requirements

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Students involved in high school or occupational center articulated programs will be exempted from paying this fee.

Commented [CG6]: The college catalog currently says that the fee will be determined by “College Council or a subcommittee thereof.” This was changed to the Admissions Office.
SR: approved

Procedure for Earning Credit by Examination:

Students shall complete a petition for credit by examination and submit it to the Admissions Office along with satisfactory evidence of knowledge, skills or experience. Students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

Commented [CG7]: This is recommended by the Academic Senate of California Community Colleges. It would be a new thing for the Admissions Office to have to do but it would also help students make better decisions about whether or not to petition; to prepare stronger petitions; and to better prepare for the exam.
SR: approved

The Admissions Office shall forward petitions, with supporting documentation, to the respective dean of the academic division concerned. The dean, in consultation with faculty who normally teach the course, shall determine the eligibility of the student for such an examination. Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes for which credit is requested.

If the petition is approved, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set

Commented [CG8]: Our current process states that the dean and faculty will work together to create the exam, however, Title 5 requires that exams be developed “solely by faculty.” Our existing statement “the dean and appropriate faculty shall consult regarding the form and content of the examination” has been replaced with this highlighted language from Title 5.
SR: approved

forth in the outline of record. Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the course outline of record, may be established by written examination, portfolio, skills demonstration or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at El Camino College. The academic division shall notify the student of the examination arrangements.

Commented [CG9]: QUESTION FOR DEANS - Title 5 allows us the flexibility to conduct exams off campus. Do we want to add the following sentence from Title 5? "The faculty may accept an examination conducted at a location other than the community college."
SR: approved

Grading shall be according to the regular grading system used by the college, including a "pass-no pass" option if that option is ordinarily available for the course.

Commented [CG10]: The current description of our process states, "The examination shall be graded and recorded only as a credit/no credit and the results shall be recorded on the petition form and forwarded to the Admissions Office." This is not permitted by Title 5, which requires that we use "our regular grading system." Also, there were some problems with transferring students who needed a grade for the exam.
SR: approved

If credit is granted and all eligibility requirements have been met, the student's academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.

Commented [CG11]: This is Title 5 language.
SR: approved

Restrictions on Units Earned through Credit by Examination:

Units earned by credit by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Units earned by examination are not to be considered part of the student's unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran's or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.

Commented [CG12]: This statement from the CCLC template is clearer than the language we had been using, which was "Units shall not be used for reports to Selective Service, Social Security, Veterans Administration, or similar agencies"
SR: approved

Faculty Compensation

Faculty will be compensated for their work in creating and assessing the examinations described in this procedure in accordance with the current Agreement Between El Camino Community College District and El Camino College Federation of Teachers.

Commented [RS13]: Contract question for Dr. Shankweiler.
Article 10, Section 20, 7c

References:

- Title 5 section 55050
- Agreement Between El Camino Community College District and El Camino College Federation of Teachers, Article 10, Section 20 Credit by Exam.
- The Academic Senate for California Community Colleges, "Awarding Credit Where Credit is Due," Spring 2014.

Consultation Process

Contact: Stephanie Rodriguez 9/16 (draft)

Educational Policies Committee: 11/22/16; 2/28/17

Deans Council: 11/23/16

Academic Senate: 3/9/17

College Council:

§ 55050. Credit by Examination.
5 CA ADC § 55050
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New article 5 (sections 55050-55052) and section filed 7-17-2007; operative 8-16-2007.

Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

This database is current through 10/28/16 Register 2016, No. 44.

AP 5500 STUDENT CONDUCT – STATEMENTS RE: RECORDING FACULTY

Ed Code (state law) forbids any recording without Instructor permission, with an exception for disabled students. However, the Community College League of California (CCLC) template, focuses on forbidding the distribution or sale of any recording or other class materials. Most colleges use the CCLC template or a version of it. Pasadena City College uses Ed Code language and expands on it a little.

Education Code Section 78907: “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.”

CCLC Template AP 5500: “Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.”

ECC AP 5500: “Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.”

Sample College Statements from District Policies and Procedures

Pasadena CC – “Use of any audio, video or other listening, recording or transmitting device in any classroom, service area or College activity without the prior consent of the instructor, College service provider or activity advisor except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities or as provided by regulation or law. Students who require such devices or other accommodations should inform their instructor(s) by the first day of class or their first day of attendance, whichever comes first.”

Orange Coast CC – “Unauthorized Tape Recording. Tape recording any person on District Property or at any District function without that person's knowledge or consent. This definition shall not apply to recordings conducted in public, in a commonly recognized public forum.... In addition, Students shall not sell, prepare, or distribute for any commercial purpose any course lecture notes or video or audio recordings of any course unless authorized by the District in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a Student is a violation of these Policies whether or not it was the Student or someone else who prepared the notes or recordings. Copying for any commercial purpose handouts, readers or other course materials provided by an instructor as part of a District course unless authorized by the District in advance and explicitly permitted by the course instructor or the copyright holder in writing (if the instructor is not the copyright holder).”

Palomar CC – “Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.”

Santa Barbara CC – “Unauthorized use of listening or recording devices on campus or at District-sponsored activities. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for

any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to class notes.”

Coast CC – “Unauthorized Use of Electronic Devices. Unauthorized use of an electronic device on District property or at any District function, including but not limited to, classes, lectures, labs and field trips.”

MiraCosta CC – “Preparing, giving, selling, transferring, distributing, or publishing for any commercial purpose any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes without authorization, except as permitted by any district policy or administrative procedure.”

Mount San Jacinto CC – “Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.”

Syllabus Statements – Recording in the Classroom

Option #1 Clear, Firm

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Special Resource Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of those recordings is prohibited. Violation of this policy is grounds for disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

Option #2 Clear, Firmer

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Students granted specific electronic recording accommodations from Special Resource Center do not require special permission; however, the instructor must be notified prior to recording. Any distribution of those recordings is prohibited. Violation of this policy is grounds for disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

Option #3 More Lenient

Students who wish to make an auditory or visual recording of any portion of the class must speak with the instructor ahead of time. Any such recording is for personal use only. It may not be shared, copied, uploaded to the Internet, and/or distributed without written permission from the instructor as well as any student who appears or is heard in the recording. Students with specific electronic recording accommodations authorized by the Special Resource Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of those recordings is prohibited.

Option #4 Allows Recording

In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. Students with specific electronic recording accommodations authorized by the Special Resource Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Recordings made in class are for individual educational purposes only and cannot be disseminated without permission of the faculty member and any students who are recorded (this includes posting on social media, transferring files via email, or any other medium). Violation of this policy is grounds for disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

University of North Carolina Chapel Hill – “Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.”

Georgia College – “Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited.”

University of Nevada Reno – “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Portland Community College – “Students who wish to make an auditory or visual recording of any portion of the class must speak with the instructor ahead of time. Any such recording is for personal use only. It may not be shared, copied, uploaded to the Internet, and/or distributed without written permission from the instructor as well as any student who appears or is heard in the recording.”

University of Missouri (Allowing Recording) – “In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.”

Orange Coast College Federation – “By default, you may NOT make audio or video recordings of any class sessions, office hours, or review sessions related to this class, except as necessary to provide reasonable auxiliary aids and adjustments to disabled students (Ed. Code Sec. 78907); this is to ensure that the class is a safe space where all participants can discuss potentially controversial subjects freely. If you want to make audio or video recordings of class sessions, you must get written permission from the instructor before making recordings; failure to do so will result in removal from class for the day and/or a report to the Dean of Students, which could lead to further sanctions (Board Policy 5500). Even if you do get permission to make audio or video recordings, they are only for personal use and may not be distributed,

published, or shared in any manner. Students with documented disabilities must provide disable student office verification prior to recording class sessions.”

Orange Coast College – Use Statement “Recordings made in class are for individual educational purposes only and cannot be disseminated without permission (this includes posting on social media, transferring files via email, or any other medium).”

Orange Coast College – “Students are not authorized to record audio/video during the class using any electronic or phone devices. If such recordings are noticed, students will be asked to leave the class. Subsequently, students who violate this policy will be referred to the Dean of Students for appropriate follow up and possible discipline.”

Eastern Connecticut State University - “Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”

College of Wooster - “No student may record or tape or photograph any classroom activity without the express written consent of [insert name of faculty member]. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact the Office of the Secretary to request an appropriate accommodation.”

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